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THE JOY OF GIVING

Somehow, not only for Christmas
But all the long year through,
The joy that you give to others
Is the joy that comes back to you;
And the more you spend in blessing
The poor and lonely and sad,
The more of your heart's possessing
Returns to make you glad.
— John Greenleaf Whittier



CHRISTMAS AROUND THE WORLD



Above: The "Pinata," a paper maché model of a bird, fruit, animal, or similar familiar object stuffed with nuts, candy, and fruit, is an important part of Mexican Christmas festivities. The children, blindfolded, strike at the "Pinata," which eventually breaks, showering its goodies on the scrambling children.

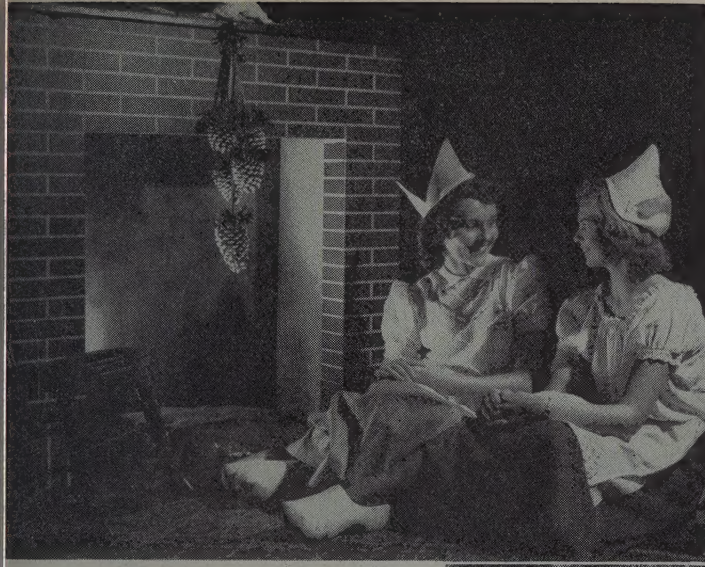


Left: In Lithuania unique and fragile ornaments are made out of common straw. They are fashioned with needle and thread into intricate geometric designs, windmills, bird cages, and bell towers in which sway gilded nuts. Soda fountain straws have been substituted for wheat straw at the Museum to make the ornaments more durable.

Right: It is an old Yugoslavian tradition to wish on small candles which are set in half of a nutshell and floated in a tub of water. The one whose candle burns the longest will see her wish come true.



AS SHOWN BY THE
MUSEUM OF
SCIENCE AND
INDUSTRY



Above: Dutch boys and girls put their wooden shoes, filled with carrots and greens for St. Nicholas' horse, on the doorsteps. In leaving goodies for the horse, they are sure St. Nicholas will not pass them by.



Right: China received the Christmas tree from Christian missionaries. In addition to the traditional colored ornaments, the Chinese add Christmas greetings embossed on small flags.



Left: Americans of Polish descent, dressed in old world costumes, re-enact the humble birth of Christ.



Above: No Mexican celebration is complete without its colorful folk dances, intricate and fast paced.

Right: In Norway birds share in the blessings of the harvest; a sheaf of wheat or other cereals are tied to a long pole. The pole prevents cats from molesting them.

* * *

The annual Christmas Around the World celebration at the Museum of Science and Industry takes place during the first two weeks of December. Programs are held each day at 2:00, 7:30, and 9:00 p. m. in the Museum theatre; about fifteen countries are represented. A special display of Christmas trees, each twenty feet tall and trimmed according to various national traditions, is shown in the Museum's central court.



READING AND DEVELOPMENTAL NEEDS

PAUL WITTY

NORTHWESTERN UNIVERSITY

THE change that has transpired in America in the publication of children's books is almost revolutionary. During the past twenty years we have witnessed a remarkable increase in the number of children's books published and marked improvement in their quality. Books designed to inform teachers and parents about children's literature have so become numerous.

It was about 1930 that several books regarding children's reading appeared. One of the first of these volumes was prepared by L. M. Terman and Margaret L. Maerka,¹ who included a list of children's favorite books. This relatively short list was made up chiefly of books bearing old copyrights, many of which were regarded as children's classics. This was certainly not the period of wide reading. About the same time, The American Library Association, with the co-operation of the Vinnetka public schools, published *The Right Book for the Right Child*,² which included an annotated bibliography of children's books — a notable contribution because of the inclusion of many currently published volumes.

From the time of the appearance of these books to the present, there has been continuous flow of publications dealing with children's books. Among these are Annis Duff's *Bequest of Wings*,³ an attractively written account by a parent; Anne Barton's *Reading with Children*,⁴ and *Treasure for the Taking*,⁵ interesting and helpful books for teachers and parents. A humorous and penetrating treatment of the role of the librarian in encouraging reading is found in Phyllis Fenner's memorable, *Our Library*.⁶

For teachers of adolescents, the A. L. A. publication, *By Way of Introduction*,⁷ provided a comprehensive and valuable source. *The National Council of Teachers of English* also published a number of important guides and lists.⁸ Students of literature for adolescents will recall with pleasure Lenrow's *Reader Guide to Prose Fiction*.⁹ The latter contained a provocative introduction which stressed the role of books in fostering human relations. Teachers and librarians have also enjoyed the beautifully written *Books, Children and Men*¹⁰ by Paul Hazard, which stressed the significance of fanciful literature for boys and girls.

Today, many professional books on reading contain excellent lists of books for boys and girls. In *Reading in Modern Education*,¹¹ a list presents the favorite books according to children's own preferences in various grades; it includes a varied and generally superior selection. A comprehensive list is found also in Russell's *Children Learn to Read*.¹² In addition to the professional books on reading, two recently published anthologies of chil-

¹*Children's Reading*. New York: D. Appleton Company, Inc., 1931.

²New York: The John Day Company, 1933. First Edition.

³New York: The Viking Press, Inc., 1944.

⁴Ibid, 1940.

⁵Ibid, 1946.

⁶New York: The John Day Company, 1942.

⁷By the Joint Committee of the N. E. A. and A. L. A. Jean C. Roos, Editor. 1948.

⁸*Reading for Fun*. Eloise Ramsey, Chairman and Editor. 1947. *Books for Home Reading*. By Max J. Herzberg and Stella S. Center, 1930.

⁹By Elbert Lenrow. New York: D. Appleton-Century Company, Inc., 1940.

¹⁰By Paul Hazard; translated by Marguerite Mitchell. Boston: The Horn Book, Inc., 1944.

¹¹By Paul Witty. Boston: D. C. Heath and Company, 1949.

¹²By David H. Russell. Boston: Ginn and Company, 1949.

dren's literature are proving helpful to teachers: *Children and Books*,¹³ and *Growing with Books*,¹⁴ an excellent treatment of the role of children's literature in a good school program. These books have found a ready acceptance among teachers who are attempting to introduce balanced reading programs in their classes.

In fact, emphasis on children's literature is in harmony with the present day trend in the teaching of reading. Writers stress the importance of leading children to enjoy the act of reading as well as the results. To enjoy the reading act children must have acquired the fundamental habits and skills. To enjoy the results of reading, they must have experiences in reading in accord with their interests. The sources just mentioned provide the teachers with the means for offering children diversified and interesting reading experiences. In fact, in several recently published books on children's literature, books are listed according to reading difficulty as well as according to topic or interest treated. This trend is reflected by the excellent publication entitled *Learning To Live*,¹⁵ which included recently published books for children. This list was distributed by The Combined Book Exhibit at the annual meeting of the National Council of Teachers of English, November, 1951.

It is obvious that one of the ways to develop skill in reading is through wide reading from interesting sources. But attention to interest and need has even more significant values. A number of teachers are recommending books as an important means of helping to meet children's developmental needs. They believe that certain books may contribute greatly to children's growth and wholesome development. Robert Havighurst has presented this point of view in *Developmental Tasks and Education*.¹⁶ According to this writer, a developmental task is "a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks while failure

leads to unhappiness in the individual disapproval by society and difficulty with later tasks."

Following are illustrative tasks which this writer stresses as important for adolescents: (a) acquiring emotional independence of parents and other adults, (b) achieving assurance of economic independence, (c) selecting and preparing for an occupation, and (d) desiring and achieving socially responsible behavior.

Two other writers point out that the concept of developmental tasks is more comprehensive than earlier formulations of human needs. They write:

The concept is closely related to earlier notions about individual and social needs, interests, and drives. The chief advantage in talking about developmental tasks is that it focuses attention on what the individual is trying to accomplish rather than postulating some inner drive or need which is very difficult to define. The developmental task, too, allows for observation of behavior in a total dynamic context without artificial distinctions between physical, mental, social, and emotional aspects of growth.¹⁷

It is recognized that experience in reading alone will not result in wholesome development of boys and girls. But if books are chosen in accord with developmental tasks, they will promote effective learning and will foster wholesome growth. Accordingly, lists of books are being assembled under the heading "developmental tasks."

At the Northwestern University Psycho-Educational Clinic, books have been employed to aid children in making desirable adjustments. Accordingly, al

¹³By May Hill Arbuthnot. Chicago: Scott, Foresman and Company, 1947.

¹⁴By Bernice E. Leary and Dora V. Smith. Eau Claire, Wisconsin, 1950. Revised edition.

¹⁵Thomas J. McLaughlin, Director and Editor. New York: The Combined Book Exhibit, 950 University Avenue, 1951.

¹⁶Chicago: The University of Chicago Press, 1948. p. 6. Quoted by Alice R. Brooks, "Integrating Books and Reading with Adolescent Tasks." *The School Review*, Vol. LVIII (April 1950), pp. 211-219.

¹⁷"The Developmental Tasks of Children and Young People." By Stephen M. Corey and Virgil E. Herrick. *Youth, Communication and Libraries*. Chicago: American Library Association, 1949.

children are studied to ascertain the extent which basic human needs have been satisfied, frustrated, or denied. In studying children the following developmental needs are considered:

1. Developing competency in physical skills and in using recreation
2. Understanding oneself and developing an adequate ideal of self
3. Understanding one's social environment and adjusting oneself to peers
4. Understanding one's place in a family group and achieving independence of adults
5. Achieving academic competency including skills in the language arts
6. Making adjustment determined by the role of sex
7. Achieving and understanding of occupational demands and one's fitness for various occupations
8. Understanding democratic values
9. Understanding and appreciating science
10. Appreciating music and the arts

After children are studied in the Clinic, experiences are suggested to satisfy developmental needs. In particular cases, certain books have been used with remarkable success in helping children meet personal or social problems. The following case will serve as an illustration.

Bill, age twelve, was brought to the Psycho-Educational Clinic by his mother who asserted that Bill never read anything but the comics. Moreover, Bill was said to be just like his father, who "never reads." Bill's weaknesses and limitations were stressed in his presence with reiteration of the statement that Bill never read anything but the comics. At the conclusion of this recital, the examiner asked Mrs. X to name a few books that she had read recently. After considerable hesitancy and embarrassment, she recalled one title only — *Gone with the Wind* — a book she had read at the time she had seen the movie of the same title.

Bill was examined thoroughly. Physical limitations were not revealed. Moreover, Bill's IQ was extremely high; his academic achievement was slightly above his grade placement; and there was no doubt of Bill's competency insofar as reading skills were concerned. However, Bill had received low average or borderline marks in every school subject. When he was questioned concerning his wishes, he

replied, "I want to be just like my father and do the things he does." To questions about his vocational ambitions and his favored recreational pursuit, his responses reflected his admiration for his father. Bill's father, it seemed, was a man well-acquainted with airplanes, horses, and the customs of people of South America. Bill indicated also an attachment to his cousin, a former lieutenant in the Army. If Bill was unsuccessful as a representative to South America, he might, he said, enlist in the Army.

Here was a clear case of thwarted developmental needs — status in group, understanding of oneself, and recognition of successful attainment.

Bill's program of reading was planned in accord with his interests, and was designed to satisfy his needs. The stories represented at first a reading difficulty on the level of his demonstrated ability. He progressed rapidly in gaining fundamental skills through the use of *The Army Reader*, which he enjoyed and discussed with his cousin. His strong interest in horses found an outlet through reading *Justin Morgan Had a Horse*, and *King of the Wind*. The Disney books served two purposes. They utilized the techniques of the comics and they enabled Bill, after reading books such as *Donald Duck Sees South America*, to participate in discussions with his father. *The New World Neighbor Series* served a similar function. Books helped Bill to gain a better ideal of self and to learn to live in harmony with others. *Tim's Place* presented an interesting account of adjustment problems in one type of family, and *The Wright Brothers* helped Bill to appreciate courageous behavior and high ideals.

Thus, reading served to satisfy the "developmental needs" of one boy and at the same time afford individual satisfaction in books of superior quality.

Several efforts have recently been made to compile lists of books which are rich in "developmental values." A valuable bibliography of this type was published as a March and April, 1950, supplement to the *Chicago Schools Journal*.¹⁸ This bibliography contains annotated references for books arranged under seventy-eight headings.

¹⁸*Developmental Values through Library Books*. By Effie LaPlante and Thelma O'Donnell. Pp. 21.

It is apparent that the teacher will require access to varied materials if developmental tasks are to be fulfilled through the use of books.¹⁹ Hence, there is created a need for teachers who have a rather thorough understanding of children's literature and a wide knowledge of reading materials in a balanced program of reading. Prospective teachers for the elementary and for the secondary school should enroll in courses in children's literature in which the developmental approach is stressed. And teachers in service should make an effort to keep abreast of children's literature.

EVALUATING GROWTH IN READING

In recent years, attention has been called to the need for considering evaluation as a significant phase of a balanced reading program. In order to estimate the amount and character of the child's growth, the teacher must have obtained a fairly comprehensive understanding of each child's status at the beginning of a period of instruction. Many successful teachers of reading are, therefore, devoting the first few weeks of the school year primarily to a study of each child. Interest inventories and anecdotal methods are employed in addition to objective tests. These teachers try to satisfy individual needs as well as developmental tasks through reading and related experiences.

The Northwestern University Interest Inventory is particularly serviceable in determining the extent to which developmental tasks have been fulfilled. In conference with the pupil, inquiry is made

concerning the child's recreation; and his attitudes toward himself, his peers, and his family are also explored. His vocational ambitions and his wishes are ascertained, too. Additional interests are explored as well as the nature and extent of each pupil's experience in reading. By using and repeating the inventory, it is possible for the teacher to appraise the influence of reading upon each child and his development.

Systematic records are made of each child's development. On these records space is provided for entering data regarding the pupil's progress in developing effective habits and skills, judged by periodic testing and observation. His improvement in reading habits and taste may be estimated by reference to notations concerning his reading in and out of school; and his growth in personality traits may be appraised by the use of additional ratings, judgments, and response during interviews. Finally, with older pupils especially, the child's own evaluation as well as the reports of parents may be utilized.

In these ways the teacher can estimate the extent to which the reading program is actually affecting pupils' lives. When such an approach is widely followed, children will come to enjoy the act of reading as well as the results. Accordingly, more efficient reading will transpire, and happier, better adjusted boys and girls will be found in our schools.

¹⁹ "Integrating Books and Reading with Adolescent Tasks." By Alice R. Brooks. *The School Review*, Vol. LXIII, pp. 211-219.

The silent power of books is a great power in the world; and there is a joy in reading them which those alone can know who read them with desire and enthusiasm. Silent, passive, and noiseless though they be, they may yet set in action countless multitudes, and change the order of nations. — Henry Giles

ILLINOIS A MINERAL EMPIRE

GILBERT O. RAASCH¹

ILLINOIS STATE GEOLOGICAL SURVEY

Minerals mined and processed in Illinois in 1950

totaled \$912,381,186²

FIGURES are cold, and figures in the hundreds of millions have long lost their power to thrill. Yet there is a big story behind these cold figures, a story every individual who has the responsibility for the orientation of our next generation of citizens should know. Because the role of mineral resources was so little stressed in the curricula of our youth, we can not appreciate the "Illinois Story," until we ask and answer:

HOW IMPORTANT ARE MINERALS?

Agriculture is older than civilization. Until about a century and a half ago, the wealth of nations depended chiefly on agriculture and agricultural products. Here in the heart of the fabulous corn belt, Illinois is competent to hold its own among the outstanding agricultural areas of the world, in any century, any time. But in our own century the importance of what lies below the soil rivals closely that which flourishes above.

The nations of the twentieth century Western World differ from the backward regions and from the world of our great, great grandfathers primarily to the degree that we today extract and use minerals and mineral products in vast and ever increasing tonnages. Minerals and the Modern Industrial Economy are virtual synonyms.

The energy that drives our modern economy comes chiefly from coal and petroleum, force that has been stored in the earth for hundreds of millions of years. This great reservoir of fossil energy we harness to steel, a tough-fibred and versatile genie that has replaced and out-tripped the hordes of slaves that were the industrial backbone of Egypt and Baby-

lon, Greece and Rome. Steel robots spin and toil to mass-produce endless streams of consumer goods; steel rails, steel trains, steel trucks, and automobiles carry the finished products to every remote corner of the land and return with fresh loads of raw material — raw resources torn from nature by the tractor and the combine, the bulldozer, the giant shovel — steel beasts of burden powered and lubricated by petroleum from deep in the earth. Steel and coal and oil have made a magic in our time before which the tales of Aladdin and the other hundred Arabian nights pale by contrast. The underground passages of our mines tap treasures against which those of Ali Baba were trifling.

Coal and oil and steel are the fundamental ingredients of what economists call "basic industry." These are the mineral "big three" of the modern industrial world. The centers of industrial power, and therefore of political and military power, in the modern world coincide with those world areas that are rich in coal and iron. The political empires of today are built on a foundation of minerals.

Our industrial economy, however, depends on much more than just the mineral "big three," — coal, oil, and iron. Scores of other minerals are essential ingredients of the magic potion, some in carats, some in grams, some in thousands of tons. To the smoky centers of basic industry flow the lesser minerals: sand and gravel, limestone and cement, clay and fluorspar, in carload lots; copper, lead, zinc, aluminum, magnesium by the ton. Smaller loads of precious ferro-alloys, manganese, tung-

¹Geologist in Charge of Educational Extension, Urbana, Illinois.

²*Illinois Mineral Industry in 1950*. Report of Investigations 158, Illinois Geological Survey, Urbana, Illinois.

sten, molybdenum, nickel, vanadium, and titanium arrive to be blended with iron in fashioning steels of many kinds for many tasks. In vials and flasks, sacks and bars come the silver, diamonds, quicksilver, tantalum, columbium, platinum, crystal quartz, radium — each with its key part to play in the complex machinery of the modern industrial system by which we live. How important are minerals to modern civilization? They are the difference between a wooden plow and a steel tractor, between a feudal hilltop castle rimmed by hovels of its serfs and the skyline of New York.

ILLINOIS IN THE MINERAL WORLD

With almost the continuity of an endless belt, coal train follows coal train northward across the unbroken, corn-rich prairie. From downstate Illinois, and as far as the middle Appalachians, the endless stream of black cargo moves to feed the insatiable steel furnaces of Greater Chicago.

Among coal-producing states, Illinois ranks fourth on latest (1950) figures, when annual production was 57,282,000 tons valued at \$236,576,000. More than a million tons are used for metallurgical purposes in the Chicago and St. Louis areas.

From the iron ore docks of the North, the world's longest cargo vessels push southward down the lakes. From the loading ports of Escanaba, Marquette, Ashland, Two Harbors, and Duluth the great vessels gather the red cargo of the Lake Superior iron ranges. At the south end of Lake Michigan the northern iron meets the southern coal to charge the flaring blast furnaces of Chicagoland.

But to make steel, more than coal and iron ore is needed. To carry off the dross from the melting ore, flux must be present in the furnace mix. The two principal fluxing agents are limestone and fluorspar.

Chicago is built on a magnesian limestone bedrock hundreds of feet thick, and high calcium limestones are floated down the lake from Michigan's "southern pen-



Oil Refinery on the Chicago Sanitary and Ship Canal

insula" to the Greater Chicago steel center. In 1950, the Illinois limestone used for metallurgical purposes amounted to 1,194,796 tons — \$1,498,765 worth.

Where the open-hearth method of steel making is used, metallurgical fluorspar is the fluxing agent. The Illinois counties of Pope and Hardin, down on the Ohio, produce more fluorspar than all of the rest of the United States combined. Only about half of the annual production of more than six million dollars, over 150,000 tons of the spar, goes into the manufacture of steel. Fluorspar is a mineral-servant of remarkable versatility. For example, in the case of the Hiroshima-bound bomber, fluorspar was essential to the production of the aluminum of which the plane was largely constructed, of the aviation gasoline by which it was powered, and of the atomic bomb it carried. It probably also entered into the manufacture of the plexiglass of the gun turrets, the explosives in the gun cartridges, the steel of the engines, and the enamels of the instrument panel. Like coal, the progeny of fluorspar are numerous and varied; but as in the case of coal, its most fundamental job is steel-making.

For the molds into which the molten iron of the furnaces must be poured, sands of special properties are required. Excellent molding sands and silica sands for iron and steel casting are dug close to the metropolitan area.

In 1950, Illinois produced \$4,938,300 worth of silica sand, \$2,278,237 worth of powdered silica ground from this sand, and \$225,540 worth of natural-bonded molding sand. It leads in the production of the silica sand and silica, from the St.



An Illinois Fluorspar Mine

Peter sandstone along the Illinois and Rock Rivers. Only a minor portion of these latter goes for metallurgical purposes, however; the bulk goes into glass and abrasive manufacture.

Special clays are needed for the fire brick that can withstand the incandescent heat of the iron furnaces, and for the purpose of plastering this brick together.

Illinois ranks fourth among the clay

producing states. In 1950, 18 per cent of Illinois clay product manufacture, 9 million dollars worth, was devoted to the making of heat-resisting refractories; 74 per cent of the clay dug in Illinois was used for this purpose.

It takes a great many people, many hands, and many brains to man a center of basic industry. When such a source of basic iron and steel lies astride one of the crossroads of the Western World, industries that convert the metal to finished metal products flock to the source of basic steel. It seems inevitable for a great metropolitan area to develop where steel is made. Inevitable? Yes, provided the vast population can be fed and housed and transported daily from home to factory or business.

The Greater Chicago metropolitan area is surrounded by the richest food producing region of the world. A limitless water supply washes its coastline, while wells



An Illinois Limestone Quarry

drilled deep into the rock beneath tap a great reservoir of cold artesian purity.

To build snug homes and towering skyscrapers of brick and stone and structural tile, to pave the streets and line the sewers, vast tonnages of clay and limestone, sand and gravel, must be available near at hand. And so they are here in Illinois round about Chicagoland.

In 1950, 18,027,692 tons of stone, worth \$21,762,655, were taken out of the earth in Illinois. Over half of this tonnage was used for paving, cement and lime making, and construction purposes. Illinois ranks third among the 48 states in limestone production. Odd as it may seem, limestone is also an important factor in the state's food production; for soil-sweetening purposes, more ground limestone is applied to Illinois farms than to those of any other state.

Structural clay products sold and shipped by Illinois producers in 1950 amounted to 1,782,200 tons valued at \$18,707,800. This includes brick, paving blocks, structural tile, drain tile, and sewer pipe. To equip the kitchen, the dining room, the bathroom, Illinois clay product plants in 1950 turned out an additional 20 million dollars worth of earthenware, stoneware, garden pottery, dinnerware, art pottery, and porcelain plumbing fixtures.

When mineral resources, such as sand and gravel, clay, or an ample water supply are as abundant as they are in Chicagoland, they are likely to be taken for granted. But the growth of a great metropolis would be seriously handicapped without them. Illinois pits annually produce over fifteen million tons of sand and gravel, valued at over ten million dollars. Nearly all of this great resource goes into building and road construction.

To help heat the homes and schools and places of business, a fleet of barges plies the Illinois waterway bringing, in addition to coal, the fuel oil and other products of Chicago's back door from the downstate

oil fields. The buried pipelines from downstate and beyond carry underground streams of crude petroleum to the great refineries. There, at Lockport, Lemont, and Whiting, is assured the motor fuel supply for the autos and diesel trains that move twice daily the millions that comprise the working population, and for the trucks that carry the daily mountain of food into the city. In the southern half of Illinois, hundreds of oil fields, great and small, each year produce over sixty million barrels of petroleum, worth over 170 million dollars, enough to grant the state seventh place among the oil-producing states of this country.

From a pit on the Ohio River at Olmstead comes fuller's earth, a clay of unusual properties important in decoloring the petroleum products as they are refined. Fuller's earth is also the housewife's friend; because of its cleaning properties it is extensively used in sweeping and cleaning compounds and spot removers.

For polishing as well as for cleaning compounds, we go to the Illinois earth. In the vicinity of Elco and Mill Creek, the wooded hills of southwestern Illinois are honeycombed with tunnels hewn in chalky tripoli. This is an insoluble powdery silica left behind when groundwater, through the ages, dissolved away the limestone strata of the hills. Illinois is second among the states as a source of tripoli, which is used as a filler for paint and paper as well as an abrasive and polishing agent. Around 15,000 tons of tripoli, worth over \$300,000 are produced annually in Illinois.

Among metals, important deposits of lead and zinc are mined in opposite corners of the state. In the southeast, Pope and Hardin counties produce zinc and lead ores along with that valuable and versatile mineral, fluorspar. The northwestern county of Illinois, Jo Daviess, yields increasingly important quantities of zinc and lead, in spite of its more than 150 years of mining history.

In 1950, Illinois produced 24,000 tons of zinc valued at \$6,672,000, a quantitative increase of 32 per cent over the preceding year. Although Illinois ranks only thirteenth in lead and zinc production, its contribution is very important because of the national shortage of these metals. With the lead and zinc of the fluorspar district comes appreciable, although small, amounts of silver and of cadmium, one of our critical metals.

ILLINOIS AND THE WORLD POWERS

Among the states, Illinois is fifth in the value of its mineral production. But in a nation so industrially rich as the United States — a nation that produces two-thirds of the world's oil, but consumes three-fourths — the importance of the mineral contribution of a single state tends to be obscured.

To get a true perspective, it is necessary to isolate this single state of Illinois, in size smaller than England and Wales, in population about equal to the continent of

Australia. We may now compare it, not with the states of the union, but with the nations of the world.

In oil production, Illinois is exceeded by only four nations: Venezuela, Russia, and the Near East countries of Kuwait and Saudi Arabia. The state produces more oil than such well publicized oil regions as Romania, Burma, Indonesia, Canada, and Mexico.

In coal, the most basic mineral of all in economic terms, Illinois ranks fourth among the states and sixth among the nations of the world. Only the world powers, Russia, Germany, Great Britain, and France, and Poland under the Soviet heel, produce more coal than this single state of Illinois.

So it is evident, when Illinois is made to stand alone so that it may be judged in competition with the nations of the world, that it merits the rank of a mineral empire comparable to that of a world power. That is the story of the \$912,381,186, the story behind the dollar sign.

ILLINOIS

Minerals mined and processed in 1950 (ranks fifth among states in value of its mineral production)

\$912,381,186

Annual Production — 1950 figures

Cement Manufacture	8,145,885 barrels	17,810,417
Clay — ranks fourth among states.....	237,957 tons	1,178,017
Clay Products Manufacture:		
Refractories		9,227,648
Structural Clay Products.....		18,707,755
Whiteware and Pottery.....		20,019,908
Coal — ranks fourth; sixth among nations of the world	57,282,000 tons	236,576,000
Coke Manufacture and By-products — ranks seventh		69,619,000
Fluorspar — ranks first	154,623 tons	6,110,765
Lead — ranks thirteenth	3,000 tons	750,000
Lime Manufacture — ranks seventh.....	367,485 tons	4,465,413

Limestone — ranks third:

Field Lime — ranks first.....	4,141,112 tons	5,289,56
Steel Industry (flux, etc.).....	1,194,795 tons	1,498,76
Construction and Paving.....	9,399,648 tons	10,683.03
Chemical and Miscellaneous.....	2,292,137 tons	4,291,28
Petroleum — ranks sixth; fifth among nations of the world.....	61,922,000 barrels	171,524,0
(additional, natural gas, etc.).....		9,517,00
Pig Iron Manufacture — ranks fourth.....	5,893,600 tons	265,212,00
Silica Sand — ranks second.....	2,322,657 tons	4,958,30
Silica, ground — ranks first.....	263,122 tons	2,278,23
Tripoli — ranks second (figures estimated)....	15,000 tons	300,00
Zinc — ranks thirteenth	24,000 tons	6,672,00
Zinc Manufacture (slab zinc).....	109,000 tons	28,340,00

THE OLD CAN BE NEW IN AUDIO-VISUAL

PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

IT is the exception to find on the market a teaching aid that is basically new. Ordinarily, several functions of specialized devices are combined in a single unit and offered as something in advance of the field. The purpose of this article is to highlight simple changes and additions that can be made to existing equipment to extend and expand its usefulness by school personnel. In addition, some of the more recent A-V products will be mentioned and illustrated for purposes of information and comparison.

THE PHONOGRAPH

Teachers encourage pupils to make independent use of room libraries whenever such action is possible. This same concept can be applied in connection with the electric phonograph by means of a modification that will in no way affect the appearance or original purpose of this device. A switch, connected so the audio signal can be channeled to the existing speaker when it is in the first position, will enable

the entire class to hear. When the switch is moved to its secondary position an assembly of plug-in jacks enter the circuit making it possible for individuals or small groups to listen by means of earphone. This provides the facilities of a music library for as many listening positions as would normally be desired. There is also a type of jack-switch arranged to automatically disconnect the speaker whenever a pair of headphones is plugged in. The use of story records, school recordings, language and stenographic dictation discs, and documentary transcription may all be utilized in this fashion.

Another purpose to which the phonograph can be applied is accomplished by means of another switch that will connect either the phono-pickup arm or a microphone to the amplifier input. This permits the unit to double as a public address amplifier, but such usefulness is limited to those players having an audio output of not less than five watts.



Courtesy of Keystone View Company

Tachistoscopic Technique for Reading Readiness

THE RADIO

An integral part of every radio is its audio channel. This fact makes it possible to alternate the radio input with that of a microphone or a phonograph with satisfactory results in most cases. A switching system similar to that described previously is employed here.

Generally, A. M. receivers are not equipped to reproduce F. M. transmissions from educational broadcasts (WBEZ) or the fine musical programs emanating from other Frequency-Modulation sources. If the classroom receiver is of good quality it may warrant the purchase of an F. M. converter to add this function to the present set. Such accessories are offered in a wide range of prices and some of them can be put into service

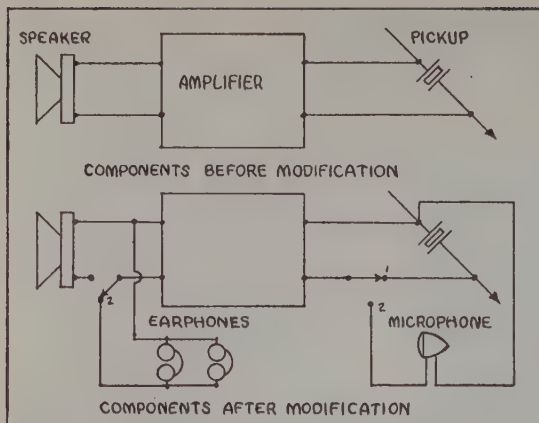
without changing the internal wiring in the receiver.

The employment of an inexpensive Wireless Phono-Oscillator will permit exploitation of the appeal that radio broadcasting has for all pupils. With this device and a microphone any classroom group can really get on-the-air and be tuned-in on conventional A. M. receivers in every room of a given school. A license is not needed for this type of operation.¹

THE TELEVISION RECEIVER

Although the "magic screen" is a comparative newcomer to the schools, a substantial number of educational institutions already have video sets in operation.

¹"On the Air Classroom Broadcasting for About \$10." By Philip Lewis, *Educational Screen*, September 1948.



Extending the Utility of the Phonograph²

Television receivers having continuous tuners or provision for the addition of F.M. tuning strips may be diverted to receive Frequency-Modulation transmissions from non-TV stations. For purposes of overall economy there should be a switch to turn off the video components of the receiver when only the audio channel is involved. Again, the audio channel may be utilized for phono-amplification permitting the application of the moderately-priced record players, without amplifiers, now on the market.

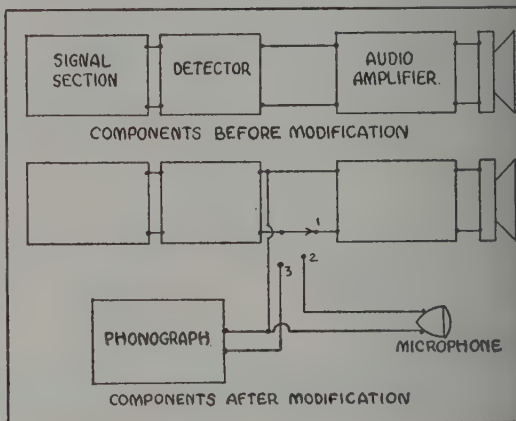
At least one manufacturer offers for sale a low-priced adapter unit that will convert any ten inch or larger television receiver to a projection model capable of "throwing" an image on a screen 3'x4'.

16MM MOVIE PROJECTORS

School-type portable projectors all incorporate audio amplifiers of better than average quality. Many times these are already fitted, or can easily be equipped to substitute as public address systems and as phono-amplifiers with sufficient volume reserve to give adequate coverage to small auditoriums.

At least one brand of movie projector can now be fitted with an accessory that permits music and commentary to be recorded on an iron oxide track of what is otherwise conventional film. This opens the whole field of locally-produced sound

movies to schools at almost any level. This same idea can be effected by linking a tape recorder to a movie machine through a flexible shaft to synchronize the recorded sound with any film. A further development is now available through the use of magnetic tape imprinted with visible striations. When the tape recorder is operated so the ambient light from the movie projector falls upon it, the striations appear to stand still when the shutter speed is adjusted to nineteen frame



Extending the Utility of the Radio³

per second. This arrangement eliminates the need for mechanical links and still assures perfect synchronization.

FILMS

Old and deteriorated movie films can still serve good purposes if individual frames in satisfactory condition are selected and trimmed from the reel. These can be slipped into notched 2"x2" cardboard mounts, without binding or cementing, to form valuable instructional slide sequences; 35mm filmstrips can be similarly salvaged by mounting the se-

²Most conversions to earphones can be accomplished as indicated. Where objectionable distortion results, an impedance matching transformer will be needed. The microphone should be of the high-gain variety.

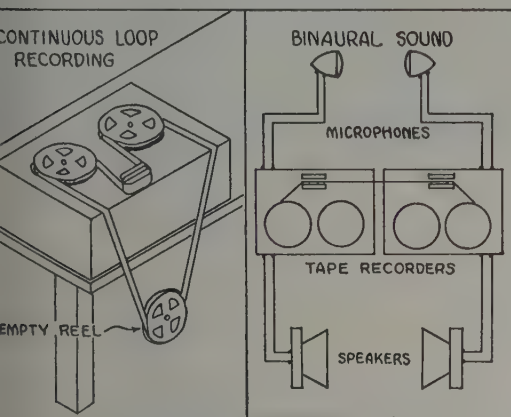
³Procedures recommended for modifying the phonograph apply in this instance. Trouble-free results will be had if shielded cable is employed in making the connections.

ected double frames in 2"x2" mounts adapted to this film size.⁴

"Repetitive Impact" films are now appearing on the audio-visual horizon and utilize a projector attachment allowing any of the specially produced ninety second films to continuously repeat. The value of the technique evolves in demonstrating skills where repetition means reinforcement for the learner.

TAPE RECORDERS

While some tape machines are now equipped to record programs off-the-air, from phonographs or from other tape outputs, the majority are still not so fitted. It is not good practice to record programs from the radio by placing the microphone in the vicinity of the speaker since several types of unnecessary distortion are introduced in terms of speaker frequency limi-



Unique Application of Tape Recorders

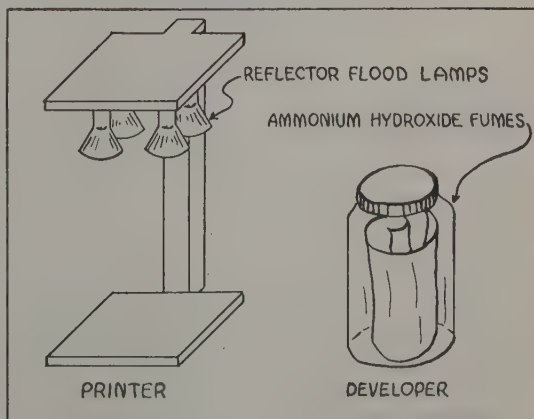
tations, room noises, and microphone response limitations. The more effective method is to "pipe" the signal directly from the output of one unit into the input of the other, electronically, through the means of a very simple patch cord. It is wise to double-check the connections in each situation because the various models of recorders and radios are sometimes engineered along different lines. Any radio service man can indicate the proper terminals in a few minutes, and the cord

can be assembled and tested by him at a cost of perhaps two or three dollars for materials and service.

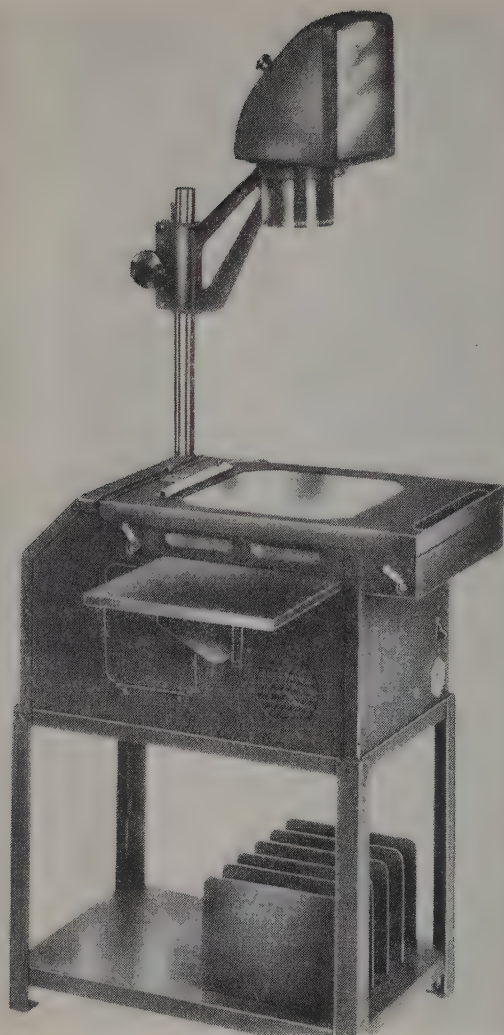
Magnetic recorders can be adapted as dictation and transcription machines for documenting conferences, meetings, or other verbal reports that are to be transcribed later on. A helpful device is a portable floor switch, foot operated, connected to the circuit that starts and stops the motor rotating the tape reels. In this manner the machine can be controlled without affecting the electronic circuits and tubes which are always warmed-up and ready to function without delay.

Binaural recordings produce such realistic playbacks that they have been described as three-dimensional sound. This type of recording can be accomplished through the simultaneous use of two tape machines. The same tape is drawn through both recording heads by lining up the recorders and using one reel on each of the machines so they function as a single unit. Sound pickup is achieved by means of two microphones placed to the left and to the right of the source of the sound and attached alternately to one of the two machines. For playback purposes both speakers on both recorders are used, or split headphones with half of each

⁴"Salvage That Filmstrip." By Gordon K. Butts, *Educational Screen*, September, 1952.



Simple Device Produces Azalid Transparencies



Courtesy of William Beseler Company
Versatile Overhead Projector

headset connected to alternate machines are employed. Such a device is well worth while in instances where the appreciation of good music, realistically reproduced, is of importance.

Continuous tape loop cartridges are available for repetitive purposes. Simple continuous loops can be assembled from lengths of tape, approximately six feet, fastened together at the ends. These are threaded through the recording head and around the wheels in a conventional man-

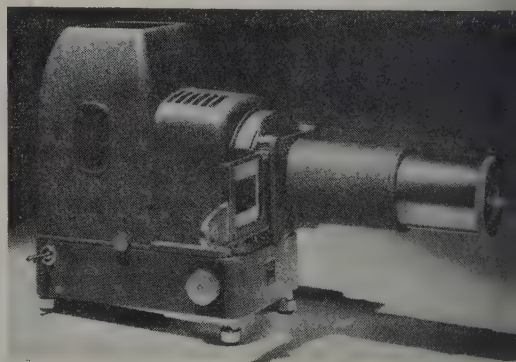
ner, but the surplus is dropped over the back of the recorder. An empty tape reel is hung at the bottom of the loop to maintain tension and permit the driving reel to function. This latter technique is especially valuable in learning correct pronunciation of words and phrases in English as well as in foreign languages.

OVERHEAD PROJECTORS

This family of projectors is now going through a rebirth of interest and application in the schools. They are most versatile and operate effectively with home-made and inexpensive materials. The conventional techniques of drawing on plastic or glass with wax pencils and special inks all apply here. Even the process of typing on cellophane through special carbons produces excellent results. However, the photographic reproduction of materials to be projected, although quite superior, is normally prohibitive for classroom use because of the cost involved. Now a simple printing device can be constructed to utilize the Ozalid process for photographic reproduction of acetate transparencies and overlays that can be operated in the classroom; it involves an investment in permanent equipment of less than five dollars.

Material that is to be processed must be transparent, or translucent, or in silhouette.

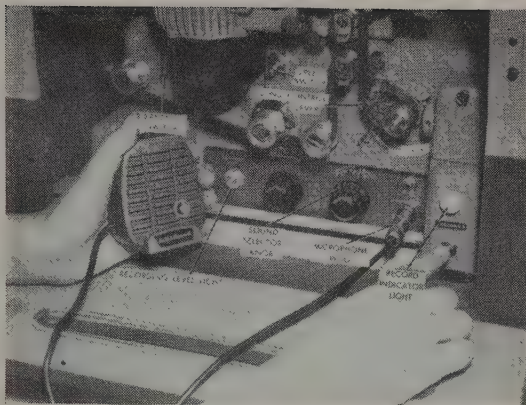
⁶Demonstrated by a representative of the Dukak Corporation, St. Charles, Illinois.



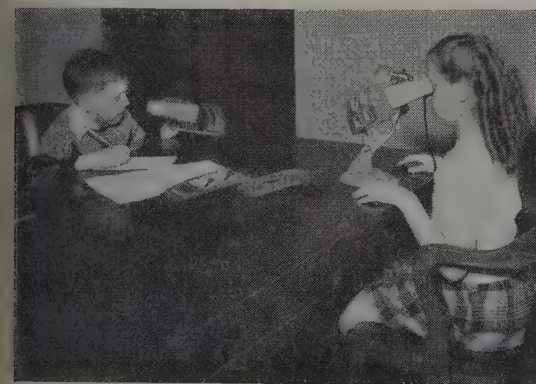
Courtesy of Bell and Howell Company
Slide Projector—2" x 2"

houette. Thus, a master copy or negative can be drawn on tracing paper or, if material is printed on one side of an ordinary sheet of paper, it can be made translucent by immersion in melted paraffin or oil. Photographic negatives can be used without further processing.

A drawing board or piece of plywood approximately 18 inches square is the base of the printer. An upright and frame is then attached to hold one two, three, or four photofloods or display-reflector bulbs so that their light is directed uniformly over the surface of the base.



Courtesy of Bell and Howell Company
Sound-on-Film Recording for Schools



Courtesy of Keystone View Company

Stereoscopic Viewers Give Three-Dimension Realism

Sensitized Ozachrome foils can be purchased as cut film and at a very nominal price. A sheet of film in the desired tint is first placed on the base. After this the prepared negative is placed on top and both sheets are held in good contact by the addition of a clear piece of glass used as a pressure plate.

To print, the floods are turned on for from one to five minutes, depending upon

the area of the print, number of bulbs, etcetera. The exposed film is then rolled loosely and placed inside of a large-neck jar, about a gallon in capacity, into which a few drops of ammonium hydroxide has been dropped. The lid is placed on the jar and the ammonia fumes will develop the transparency in about a minute. This method should prove to be a boon to teachers everywhere.

Other available accessories adapt the overhead machine as a micro-projector for science slides, and when fitted with a tachistoscope shutter permit the practice of techniques in the areas of reading skills, spelling, arithmetic, typewriting, art, and music with documented gains in proficiency up to 50 per cent over other methods ordinarily employed.

These resources, readily available to most teachers and schools, permit more extensive and effective use of equipment already available.

This is American education's year of decision. What you do this year may determine for a long, long time, perhaps for generations, the role of education in television I fear that you may find this year of grace the shortest year of your lives. — Paul A. Walker, Chairman of the Federal Communications Commission

ELEMENTARY TEACHER TRAINING IN GERMANY

HEINRICH VOGLEY¹

MOST German elementary teachers are trained nowadays in colleges of university standing. They are required to have passed the final examination in a secondary school which students take after thirteen years of schooling. It is called the maturity examination because it enables a student to enter a university. The prospective student in a teachers college has to undergo an entrance examination in which his general educational gifts are tested. There is a small number of students admitted to the teacher training colleges who did not finish a secondary school course. They are only allowed to study when they are between twenty-two and twenty-nine years old and have educational gifts and interests. They must have learned a handicraft and taken their journeyman's examination. There are about 5 per cent of this type of student in the colleges; some of them have become excellent teachers.

Until recently most of the colleges trained their students for two years; the time of training has now been increased to three years in many states of the Federal Republic of West Germany.

The colleges are independent institutions. Most of them are very small, the number of students ranging from 240 to 600. The advantages are obvious: small numbers in the classes, seminar courses, and practice groups. Almost everybody knows everybody. The disadvantages are not so obvious, but there are some which are not nice at all. The teaching staff is small; that means insufficient specialization. Libraries are too small, and much equipment is scarce or even wanting.

The students who are trained in these colleges will be elementary school teachers; they will teach in the first through

eighth grade. They will not teach in kindergarten; those teachers are trained in special courses. The kindergarten teachers are women only. They are not required to take the maturity examination. They start training earlier, at the age of sixteen whereas a teachers college student is nineteen years old when he enters college.

The elementary school teachers have to be able to teach all subjects in all eight grades because there are a great number of small rural schools in Germany in which there are only a few teachers, very often only one or two. Therefore the curriculum is crammed into a two-year course. This deplorable fact was one of the chief reasons which led to the three-year course, in which there will be more time to do the same amount of work more thoroughly.

THE CURRICULUM

The curriculum for the two-year course at Celle College in Niedersachsen shows what the work of a student is in his first two semesters at the college; it also shows the peculiarities of the German system. The figures mean the lessons per week through a semester.

On the whole the teachers colleges have adopted the German traditional forms of teaching which were developed in the universities, i. e., the lecture and the discussion course in the seminars. There are, of course, other forms in physical education, painting, drawing, music, dramatics, etcetera.

The teachers colleges differ from the universities in some ways considerably.

¹A German exchange professor from Celle, Niedersachsen, Germany. Lecturer for German language and pedagogy in Pädagogische Hochschule of Celle, Germany; studied at Marburg, Heidelberg, and Oxford. New College received doctorate at Marburg.

Subject	Semesters			
	I	II	III	IV
I. Educational theory				
A. Pedagogics — history and system	3	2	4	4
B. Psychology	2	2	2	2
II. Methods and practice				
A. General methods	2	3	2	...
B. Special methods	...	...	...	...
1. Religion	...	...	2	...
2. The first four grades	...	4	...	4 ²
3. German — language arts	...	1	1	...
4. Mathematics	...	1	1	...
5. History or geography	...	...	1	...
6. Biology or physics	...	...	1	...
7. English — not required	...	...	(2)	(2)
C. Practice	3	4 and 4 weeks	5 weeks	
III. Subject matter				
A. Theology	1	1	...	...
B. German — language and literature	2	...	...	...
C. Mathematics	2	...	...	...
D. History or geography	...	1	...	...
E. Biology or physics	...	1	...	...
F. English — not required	(2)	(2)	...	...
G. One subject out of A-F	2	2	2	2
H. Social studies	4	...	...	...
IV. Music, physical education, painting	6	6	6	6
V. Colloquies on present-day problems	2	2	2	2
Total	29	28	24	20
	(31)	(30)	(26)	(22)

They try to educate the future teacher by the life and atmosphere as well as by the teaching in the college.

Dr. Becker, minister of culture and education in Prussia during the twenties, founded the present type of teachers colleges after the social and political changes in post-war Germany after the First World War. He did not make them university institutes but independent colleges, possibly of university standing. He wanted to start a university reform in Germany with the help of the teachers college in which young people did not only learn how to acquire knowledge, how to learn, and how to teach, but how to live and how

to learn in such a co-operative body. The time for this experiment was too short, but the seeds were planted. He found a great number of able and enthusiastic men and women who went into the new colleges as teachers, lecturers, and professors. Many of them are today the leading people in the present colleges. They were, in 1945, joined by younger teachers who understood the new idea. In a recent report about the problem of a German university reform the teachers colleges were mentioned as an example of a progressive college in which some of the most

²A summary of the problems of methods, general and special.

urgent needs of a modern university education in Germany were recognized and worked on successfully.

The curriculum shows that education is meant and not only the training of technicians. At the same time much research work in pedagogics, educational psychology, and the methods of teaching the various subjects is carried on. The students are instructed about this research in the lectures and exercises; they are taught to work individually at some problem and solve it with the help of modern research findings. They have to write two theses, one on pedagogics and one on a problem of the method of teaching and a report of their country school practice.

EXTRA CURRICULAR ACTIVITIES STRESSED

The curriculum does not show the variety of life nor its fullness in a German teachers college; perhaps one example will explain more fully. The German educationists think that teaching a child how to sing, dance, swim, jump, speak and laugh, how to play a good game and win or lose is as important or even more important than reading, writing, and arithmetic. They think that only a teacher who himself sings, laughs, dances, plays, and thinks for himself will be able to live with the child and teach it in the right way.

That is why in the modern German teachers colleges music and the arts, acting and dancing at the adult level as well as at the child's level play a great part. In all colleges this side of human life is an integral part of the total college life. In many of the colleges, once a year, the whole college assembles in a youth hostel for two weeks. Then that side of man which is not guided by the intellect but by emotion and rhythm is put into the foreground. There are various activity groups: a choir, an orchestra, a painter's group, a theatrical group, a dancing group, a speech group for poetry, etcetera. The members are not the same as in normal college life. They may be, but the students are encouraged to choose another activity dur-

ing these two weeks in order to broaden their faculties. Most of them do so. Each group produces something in the course of those fourteen days which is performed in the evenings or in matinees for the benefit of all in public.

The results are very good; the students become frank and happy. They like work of that kind and they realize that it helps them very much in their school life. They find out, when they begin teaching, that they understand children better than at the moment they sing, dance, run, and play with them or collect them around themselves telling a story or speaking a poem or acting a play. The importance of all the forms of rhythm in the growing up of a child and in the life of everybody is acknowledged by the German teachers colleges and therefore made part of life and letters in teacher education. A combination of this progressive work and social work closely connected with it is to be found in most colleges. The good traditional work in thorough teaching has not been given up but was worked into the modern conception of a comprehensive child education.

PROBLEMS

But, of course, there are a good many problems which are very difficult to solve. Many a well-meaning but ill-advised teacher of the older generation is not prepared to re-educate himself. He points to his success in the child's performance in reading, writing, arithmetic, and memorized knowledge of facts. He often influences young teachers who come from college as enthusiasts and soon end as disillusionists under the old colleague's influence. The young teacher is not able to see what it costs to realize an idea, that it means patient work, endurance, and good faith. The departments of education do much in co-operation with the colleges to help the young teacher. There are regular meetings of the young teachers which are led by an able teacher; there are holiday courses and special continuation courses, especially for young teachers.

between their first and second examinations. They finish their studies in the college with the first teacher's examination and then begin teaching and get a starting salary. After two to five years they have to take the second teacher's examination. When they pass it they are fully qualified teachers and can apply for a permanent post.

A very grave problem is the scarcity of teachers, male and female. There are many reasons why young people in Germany do not make teaching their career. The salaries are small. That is the case with the salaries of all state officials. This class of people was worst hit by the war and its after effects. Young teachers start with a yearly income of about \$1500 and will rise only slowly in the course of years to not more than \$2200. Many young people do not want to live in the country; but most German schools are located in villages, often very remote, and small country towns.

There is also a political reason. The teachers had to suffer more than other professions from the Nazi regime and the denazification. They were forced by Hitler

not only to teach Nazi ideology but also to do very much party work. So after the war almost all of them were hit by the denazification laws and regulations. Many were kept out of the schoolrooms for months and years. Therefore many young people say, "I should like to become a teacher, but you never know what will happen to a teacher when another political party governs the country or the churches want to have a say in the schools; I had better do something else."

They also point to the fact that a teacher is not the highly respected person he used to be. One example illustrates the situation. In former times a young teacher was very welcome in the village. The well-to-do farmers' wives with marriageable daughters invited him to come to their house and they were glad to have schoolmasters as their sons-in-law. Today they warn their daughters against marrying a poor, penniless schoolmaster.

In spite of all this there is a sound and effective teacher education to be found in Germany. All who work in it hope to continue that work and improve on it steadily.

GEORGE MASON AND GUNSTON HALL

MAX D. ENGELHART

DIRECTOR OF DIVISION OF STUDENT EXAMINATIONS¹

TWENTY-FIVE miles below Washington and only a few miles from Mt. Vernon is Gunston Hall, the home of George Mason, author of the Virginia Declaration of Rights and a member of the Constitutional Convention of 1787. On the following pages are shown views recently taken by the writer at this historic mansion.

The architect of Gunston Hall was William Buckland, a skilled draftsman of Oxford, who was brought over from England as an indentured servant. Gunston Hall was begun in 1755 and completed in

1758; it is a story and a half house of Georgian architecture. The unique south porch, shown in the exterior view of the house, had as its model a design of a Greek temple on an old coin. This side of the house faces beautiful gardens with box hedges planted by Mason himself. Only the western half of these gardens is shown in the picture. The hedges along the central walk are now over eleven feet tall. From these gardens the Potomac River is seen in the distance.

Inside the house on either side the cen-

¹Chicago Public Schools



Fireplace in Palladian Room



Doorway

en

arden



om

Corner of Library



tral hall with its magnificent stairway are four outstandingly beautiful rooms, including the first Chinese Chippendale room in America, the Palladian drawing room, and the library. Two views are shown of the Palladian room and one of the library. Particularly impressive in all of these rooms is the design and carving of the woodwork adjacent to the doors and windows, evidence of craftsmanship seldom equaled even in colonial homes.

George Mason, 1725-1792, was of the fourth generation of his family in America. He named his home Gunston Hall after an ancestral estate in Staffordshire, England. In 1774, he was the author of the "Fairfax Resolves," an early statement of the rights of the colonies in relation to the mother country. He is most noted for his Virginia Declaration or Bill of Rights, adopted in Williamsburg by the Virginia Convention on June 12, 1776. Note in the following excerpts from this Declaration of Rights the occurrence of ideas later appearing in the Bill of Rights of the Federal Constitution, in the Declaration of Independence, and in other writings of Thomas Jefferson.

1. That all men are by nature equally free and independent, and have certain inherent rights.... namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.
2. That all power is vested in, and consequently derived from, the people....
3.when any government shall be found inadequate.... a majority of the community hath an indubitable, unalienable, and indefeasible right to reform, alter or abolish it, in such manner as shall be judged most conducive to the public weal.
5. That the legislative and executive powers of the state should be separate and distinct from the judiciary....
8. That in all capital or criminal prosecutions a man hath a right to demand the cause and nature of his accusation.... to a speedy trial by an impartial jury.... nor can he be compelled to give evidence against himself; that no man be deprived of his liberty, except by the law of the land or the judgment of his peers.

9. That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.
12. That the freedom of the press is one of the great bulwarks of liberty and can never be restricted but by despotick governments.
13.in all cases the military should be under strict subordination to, and governed by, the civil power.

Mason was active with Richard Henry Lee, Thomas Jefferson, and Patrick Henry in organizing the Revolution in Virginia. He was one of the Virginia delegates to the Constitutional Convention of 1787, but did not sign that document or support its adoption because it did not at first contain a bill of rights, it did not provide for cessation of the slave trade nor eventual abolition of slavery, and because tariff questions were to be decided by a simple majority in Congress. One can speculate what controversy might have been avoided had the Constitution better conformed to Mason's ideas — dissension with respect to the tariff leading to South Carolina's doctrine of nullification in 1832 and the Civil War of 1861-1865.

The writer of these paragraphs has a special interest in Gunston Hall since, with other members of his family, he lived there as a small boy during the summer of 1912 when it was the home of Paul Kester. It was sold soon thereafter to Louis Hertle who lived there until his death in recent years and who gave it to the Commonwealth of Virginia. It is now in the custody of the Regents of the National Society of Colonial Dames of America and was authentically restored by this Society in 1951. It is open to the public each day from 9:30 A. M. to 5:00 P. M. and only a nominal charge is made for admission. One can drive to Gunston Hall in a relatively few minutes from Mt. Vernon. Along the same route are Woodlawn, the home of Nelly Custis, granddaughter of Martha Washington, and Pohick Church of whose vestry George Washington was a member.

NEW TEACHING AIDS

EDITED BY JOSEPH J. URBANCEK

CHICAGO TEACHERS COLLEGE

Contributors to this section are Vernon W. Brockman, Joseph Chada, Dorothea Ewers, Henrietta H. Fernitz, Helen B. Hubbard, Marcella G. Krueger, Eloise Rue, Jerome Sachs, James M. Sanders, Stella B. Schulz, James I. Swearingen, Catherine M. Taheny, and Dorothy E. Willy.

FILMS

The following films are available for free shows from Federal Security Agency Regional Office, Upper Mississippi-Great Lakes Drainage Basin Office, Division of Water Pollution Control, 69 West Washington Street, Chicago 2, Illinois.

Waters of the Commonwealth. 1 reel. 25 minutes. 16 mm sound. Color, \$125. State of Pennsylvania. This film gives the history of the development of the Pennsylvania Water Board by successive acts of legislation. It tells the story of the clogging of the Schuylkill River with mining wastes and the subsequent dredging operation. In Pennsylvania the law requires that strip mines' dumps must be bulldozed level again; Illinois would do well to have a similar requirement.

Lakes and Streams of Minnesota. 1 reel. 25 minutes. 16 mm sound. Color, \$160. Audio-Visual Division, University of Minnesota. Here are authentic shots of dangerous pollution. This film has a high educational value, especially in reference to cannery wastes which are seasonal; other industrial wastes such as that from stockyards, slaughterhouses, and paper mills; and household sewage. It points up civic responsibility and industry's participation and co-operation in purifying waters of a state where vacationists bring in one-fourth of the annual income.

A Tale of Two Cities. 1 reel. 25 minutes. 16 mm sound. Color, \$155. Audio-Visual Department, University of Minnesota. Documentary shots of before and after tell the story behind the three sewage disposal plants serving over 1,000,000 people. Here both industrial and domestic waste are handled by separate plants. There is an excellent discussion of the flow plan of sewage disposal plant operation.

Clear Water. 1 reel. 30 minutes. 16 mm sound. Color, \$190. From General Electric. A general picture of naturally beautiful waters and also of the destruction of beautiful waters by pollution. The film shows basic methods of sewage disposal operations and principles. It is especially effective if used as a leader for *The Tale of Two Cities*. It does not apply to any particular situation and hence is of more general interest. J. M. S.

The following films are available from Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

Eli Whitney. 20 minutes. 16 mm sound. Black and white, \$85. Collaborator: Harold F. Williamson. This dramatized life story of Eli Whitney is

presented as another in The American Biographical Series. While it shows adequately Whitney's invention of the cotton gin, it also effectively emphasizes his ability as a master mechanic, and the development of the principle of the interchangeability of parts, which are too often omitted in reference to the work of Whitney. It describes his experiments in designing tools and building machinery for the manufacture of muskets, indicating how this development was the technical basis for mass production later. The photography is good, but the sound is not as clear as could be desired. The film could be effectively used for students in junior college and adult groups as well as in high school. H. B. H.

Susan B. Anthony. 20 minutes. 16 mm sound. Black and white, \$85. Produced by Emerson Films. Scripts prepared by Dr. Billington, Department of History, Northwestern University. Film serial 2, No. 555. The film portrays an authentic historical account of the efforts of Susan B. Anthony in the struggle for equal rights for women. Through dialogue, rather than action, the work among women's groups for property rights, suffrage, and other human rights is shown. It would be much more interesting to the senior high school pupil or college student of history and government to see methods by which petitions were signed instead of having the petitions with names minus addresses placed on the screen. The courtroom scene where Susan Anthony was brought to trial and fined \$100 for casting a ballot is excellent. The lighting and photography are good. Although some of the acting is overdone this is a worthwhile film. H. H. F.

Booker T. Washington. 1 reel. 17 minutes. 16 mm sound. Black and white, \$85. Depicts the rise of Booker T. Washington from his slave boyhood to the presidency of the Tuskegee Institute and the leadership of his people. Photography and dialogue are excellent. The theme, perhaps, deserves more time and development than the seventeen minutes allotted to the film. Planned for high school levels. J. C.

Andrew Carnegie. 20 minutes. 16 mm sound. Black and white, \$85. Harold F. Williamson, Collaborator. Film Number 558. The life story of Andrew Carnegie is depicted from his early boyhood in Dunfermline, Scotland, through his rapid rise in the American industrial scene to become one of the great iron and steel magnates of his time, and culminates in his retirement from business and his full time devotion to philanthropy. The photography is excellent, the lighting good, and all costuming and fixtures are authentic and well chosen. A fault lies in the brevity of the film; many major scenes, in order to be incorporated in the film, are shown in such rapid succession that they seem only minor in-

cidents. Finally, there is no direct mention of any of the institutions and foundations which have benefited from his numerous grants and endowments. Unless the latter is supplemented by the teacher, or additional readings assigned, the students may not be aware of the great philanthropist's major contributions and their significance. V. W. B.

People Along the Mississippi. 2 reels, 16 mm sound. Black and white, \$100. Clarence W. Sorensen, Collaborator. A toy sailboat, carrying with it the youthful adventurer's name and address, is launched in the headwaters of the Mississippi. As it progresses toward its distant objective, the Gulf of Mexico, the boat is found by children playing on the banks of the river; they write letters to the owner giving vivid descriptions of themselves and their environment. After the boat reaches its destination the words on the sail are changed from "The Mississippi" to "Around the World." The picture concludes with the question, "Now where is it bound, and who will bring it ashore?" The human phase of geography is emphasized; peoples of French, Swedish, German, Negro, and Acadian extraction are included. The photography is excellent, the scenes well chosen and typical. Much of the narrative is carried on by children, a device which holds the interest of young pupils. Suitable especially for middle grades geography and social studies classes. V. W. B.

The Living Earth Series. 4 reels, each 10 minutes. 16 mm sound. Color, \$100 each. Available through Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

Birth of the Soil is a drama based on the chain of life and shows how soil is formed, worn down, and lost.

This Vital Earth shows the living community and its complex relations with the environment. There is a limit in the carrying capacity of the land. Poor land makes poor people and poor people make poor land.

Arteries of Life refers to living streams and their constancy made possible by forests and humus in the soil. Shall our land be fertile or be a dust bowl, or shall it be buried under floods and silt are the thoughts prompted.

Seeds of Destruction shows how breaking any one of the seven links in the chain of life can upset all of nature's relationships and hence will produce flood, drouth, and hunger.

A useful series for the grades and at adult levels to help man overcome his ignorance and his carelessness. J. M. S.

The Living Forest Series. 3 reels, 10 minutes each. 16 mm sound. Color, \$100 each. Available through Encyclopaedia Britannica Films, Inc., Wilmette, Illinois.

The Forest Grows shows every major plant formation in the United States and is excellent for principles of ecology.

The Forest Produces timber, three and one-half million jobs, lumber, solvents, plastics, paper, clothes, water, and spiritual values. Truly every creature great and small can share the forest.

Forest Conservation portrays the waste of our forests. This destruction brings on the lowering of the ground water levels and the loss of valuable top soil and leads to floods and excessive siltation. A powerful lesson in the need for conservation.

The series is useful in the upper grades and at adult levels. J. M. S.

Sugar, U. S. A. 28 minutes. 16 mm sound. Color. Sponsored by Western Beet Sugar Producers, Inc. Available through Modern Talking Picture Service, Inc., 140 East Ontario Street, Chicago 11, Illinois. Cost: postage both ways.

This is essentially an historical treatment of the evolution of the beet sugar industry from its infancy in France under the regime of Napoleon to its present position in the economy of the United States. Particular emphasis is placed upon the early rise and fall of the industry in France, the difficulties in the extraction of pure sugar from the sugar beet, and the rapid rise in the production of beet sugar in the United States since its first successful manufacture in California in 1879. There are several noticeable weaknesses in the film: there is a tendency throughout for a rather heavy dramatic presentation of the facts; the importance of beet sugar to the United States is somewhat overstressed, since the industry as a whole satisfies less than 15 percent of our own requirement of sugar; there is a noticeable lack of maps and charts depicting the distribution of beet production and beet sugar refining. Further interest in the film could have been attained by the selection of a typical sugar beet farm and a description given of the various steps in cultivation and marketing procedure. Special credit should be given for the excellent photography, the choice of the musical accompaniment, and the interesting manner in which the processes of sugar manufacturing are presented. For effective classroom presentation of the beet sugar industry, much supplementary work is required by both the students and the teacher. V. W. B.

FILMSTRIP

What Is Your Shopping Score? 35 mm. Black and white, free, except for return postage. Consumer Education Department, Household Finance Corporation, 919 North Michigan Avenue, Chicago 11, Illinois.

The title of this filmstrip is inaccurate. The series of pictures and the prepared commentary in the booklet which accompanies the filmstrip suggest ways of improving shopping practice. Five shoppers—a career girl and four homemakers representing as many stages of the family cycle—are pictured in situations which illustrate the advisability of planning before shopping, acquiring information about consumer products, and of developing good buying habits. Most

points mentioned need further discussion. The filmstrip would be suitable for introducing the subject of consumer buying problems to high school girls and to adult groups. S. B. S.

Growing Up — Teach-O-Filmstrip Child Guidance Series. 6 filmstrips. 35 mm. Color, \$5 each; \$5 the set. Teacher's Guide included. 1952. Developed in Co-operation with Childcraft, a plan for child guidance published by the Educational Division of Field Enterprises, Inc. Available through Popular Science Publishing Company, Inc., Audio-Visual Division, 353 Fourth Avenue, New York 10, N. Y.

Good Helpers. 28 frames. TOF 319.

Contains a family co-operation theme. The teacher would ordinarily read the captions to kindergarten or first grade children, but second and third graders should be able to handle the reading themselves.

It Pays to Save. 27 frames. TOF 320.

While this filmstrip deals with the saving of money, it at the same time stimulates conservation on the economical purchase of clothing, school supplies, and food. It is designed for use with eight- and nine-year-old children and may be useful in first through fifth grade.

Johnny Goes to the Store. 30 frames. TOF 321.

While meant for six-, seven-, and eight-year-olds, this may be more useful with kindergarten and first grade. The boy shown is old enough to read the grocery list, but is shown pictures instead. The amount of money involved would be of concern to this age group. The stop lights could be more distinct. Concepts of safety, courtesy, coming straight home, consideration for others, good planning, and handling money are pictured.

Lost and Found. 26 frames. TOF 322.

Since children of various ages often get separated from parents, advance planning relieves emotional strain. Parents of pre-school children could learn from this filmstrip, while the kindergartners and the first graders could benefit with teacher's help; third and fourth graders could get the added stimulus of reading the captions themselves.

When We Have Guests. 25 frames. TOF 323.

Uses grandmother's visit to teach the children consideration for others, sharing, manners, and how to make introductions. It may be useful to give parents an idea on how to prepare children, and be found helpful in first through fourth grade with the latter two grades reading captions themselves.

A New Classmate. 26 frames. TOF 324.

Emphasizes accepting new ideas, such as children wearing glasses and children of different national and economic groups. It would be most useful with fourth and fifth grades, but could be used from first through seventh.

All of these filmstrips are didactic, and should be useful to motivate discussion groups.

E. R. and M. G. K.

Discovering Your Real Interests. 35 mm. Black and white, \$3.00. Produced by the Society for Visual Education as a part of Science Research

Associates Life Adjustment Series. Available through Science Research Associates, 228 South Wabash Avenue, Chicago, Illinois.

A well chosen series of pictures showing individual differences in interests and illustrating ten basic areas of interest. The teacher-commentator should be familiar with the interpretation of the Kuder Preference Record Profile. Appropriate for use in the eighth grade, in high school careers courses, and in various college psychology courses. D. E.

MISCELLANY

Motion Picture Catalog. By General Motors Corporation, Department Public Relations — Film Section, General Motors Building, Detroit 2, Michigan. 1952-1953. Pp. 65. Catalog free upon request.

A listing of forty-eight sound motion pictures, some in color. The catalog lists the following film groups: Safety, How it Works; Behind the Scenes of Industry; Progress—Past and Future; Human Side of Industry; Home Economics; Sports; General Subjects; and Special Purpose Films. The only cost to the exhibitor is that of the transportation charges both ways from one of the General Motors film distribution offices. The films are recommended for use in geography, history, social science, science, and home economics classes. V. W. B.

Visual Aids Guide—Boy Scouts of America. Available through Visual Education Service, 206 South Michigan Avenue, Chicago 3, Illinois. 1951. Pp. 86. Free to Cub Scout, Boy Scout, Explorer Troop Leaders, and Troop Committee Chairmen.

An excellent description of appropriate motion pictures and filmstrips which bring out practically all phases of organization work and outdoor life connected with the various ages of scouting activity. Useful in parent education and quite helpful in promoting interest in scouting among the boys. Care should be taken not to oversell the boys on the outdoor activities. J. I. S.

The following charts are available through F. A. Owen Publishing Company, Dansville, New York.

Music Made Easy. 10 charts, 10"x13", printed on both sides and contained in a compact folder. These time-saving charts may be used on the bulletin board and in the review or presentation of notes, rests, clefs, musical terms, and other fundamentals. If there were more charts and less material crowded on each one, these charts would be more effective. The outline on Scale Analysis should refer specifically to the Major Scale. C. M. T.

Bulletin Board Charts for First and Second Grades. 1946. 20 charts, printed on both sides. These charts, planned to assist in the development of the skill

subjects, could prove helpful reference material for children if used as suggested in the chart containers. They supplement teaching and help children gain independence and correct usage of the skills; they are not intended for initial teaching. Because of the size of the print they are appropriate for bulletin boards in interest corners, such as arithmetic, writing, and reading centers; they could not be read by children across the room from the chart. D. E. W.

Bulletin Board Charts—For Arithmetic. 1947. Ten cards, 10"x13", printed on both sides.

These are designed to provide the teacher with attractive instructional materials in arithmetic for use on the classroom bulletin board. They are gaily colored and attractive but their value in "strengthening the arithmetic program" seems to be doubtful. Would the child who is just looking around aimlessly

fix his attention on such posters? They are too much like rather crowded textbook pages to draw the wandering eye. Many of them are almost covered with rather small print and would not be easy to read from across a large room. For specific use in lessons these charts might be of more value although again clarity has been sacrificed for quantity. It is doubtful that the grade school child profits from or has need for four place metric equivalents, and certain archaic units such as the hundredweight should not be dragged from shallow graves to haunt defenseless children. In the metric unit cards, there was one serious misprint—"1 kilogram = 2.2046 doz." It is difficult to see what these charts can do that a competent teacher can not do better at the blackboard, in attaining improved visibility, emphasizing important points, and taking advantage of a dynamic development to heighten the interest of the child. J. S.

NEWS

EDITED BY GEORGE J. STEINER

CHICAGO TEACHERS COLLEGE

ACCREDITED COLLEGES AND UNIVERSITIES OF ILLINOIS¹—Due to changes in the accrediting policy of the North Central Association, the graduate and undergraduate schools of the colleges and universities, who are members of the North Central Association, are accredited separately. The Board of Examiners will accept college credits and college degrees for admission to certificate examinations for both teachers and principals, and for promotion on the salary schedule, from only the divisions of the schools which are fully accredited. Thus, if the undergraduate department of a school is fully accredited, the undergraduate credits are accepted, but if the graduate department of a school is not accredited, neither the graduate credits nor the higher degree based on these graduate credits will be accepted. The list of colleges and universities fully accredited by the North Central Association in the State of Illinois follows. It is subject to change at any time a school is either removed from the accredited list, or is added to the accredited list.

In the list, the letter "M" indicates that the school is accredited for granting the master's degree, and the letter "D," the doctor's degree. Where no letter follows the name of the school, it is only accredited as an undergraduate institution, or is a junior college, when it is so indicated.

Colleges and Universities:

Augustana College
Aurora College
Barat College of the Sacred Heart
Blackburn College
Bradley University (D)
Carthage College
Chicago Musical College (D)
Chicago Teachers College (M)
College of St. Francis

Concordia Teachers College
DePaul University (M)
Eastern Illinois State College
Elmhurst College
George Williams College (M)
Greenville College
Illinois College
Illinois Institute of Technology (D)
Illinois State Normal University (M)
Illinois Wesleyan University (M)
James Millikin University (M)
Knox College
Lake Forest College
Loyola University (D)
MacMurray College (M)
Monmouth College
Mundelein College
National College of Education
North Central College
Northern Baptist Theological Seminary (D)
Northern Illinois State Teachers College²
Northwestern University (D)
Principia College of Liberal Arts
Rockford College (M)
Roosevelt College of Chicago²
Rosary College (M)
St. Francis Xavier College for Women
School of the Art Institute of Chicago (M)
Southern Illinois University (M)
University of Chicago (D)
University of Illinois (D)
Western Illinois State College (M)
Wheaton College (M)

¹From the *Superintendent's Bulletin*

²Undergraduate school fully accredited. Graduate school accreditation pending, subject to final approval of the North Central Association. For information concerning the accrediting of other schools, call the Board of Examiners, or consult the July 1952, *North Central Association Quarterly*, published at 4019 University High School Building, Ann Arbor, Michigan.

Junior Colleges:

- Herzl Junior College
- Joliet Junior College
- LaSalle-Peru-Oglesby Junior College
- Lincoln College
- Lyons Township Junior College
- Moline Community College
- Monticello College
- Morton Junior College
- North Park College and Theological Seminary
- St. Bede Junior College
- Shimer College
- Springfield Junior College
- Thornton Junior College
- Wilson Junior College
- Wright Junior College

ART INSTITUTE — Through gifts, acquisitions, loans, and selections from the permanent collection at the Art Institute, an exhibit of forty-six paintings and two sculptures representing the work of contemporary French artists, has been installed in three galleries on the second floor. This exhibition will be on permanent view, except for the loans which will be replaced every six months.

Included in this display of twentieth-century French art are Piet Mondrian's "Composition — ray and Red," Joan Miro's "Summer," Fernand Leger's "The Red Table"; Picasso is represented by "Figure 1927," an early painting "Head of Acrobat's Wife," and a very early Blue Period landscape; one of the rare marble sculpture pieces "Stags," by Henri Gaudier-Brzeska. More than half of the works have never been shown at the Art Institute.

CENTENNIAL ACTION PROGRAM — Goals for the Centennial Action Program of the United Teaching Profession 1931-57, unanimously adopted by the 1951 National Education Association Representative Assembly are:

1. An active democratic local education association in every community.
2. A strong and effective state education association in every state.
3. A larger and more effective National Education Association.
4. Unified dues — a single fee covering local, state, national, and world services, collected by the local unit.
5. One hundred per cent membership enrollment in local, state, and national professional organizations, to be recognized by a professional certificate, with provision for a professional progress certificate for local unity with at least 90 per cent.
6. Unified communities, the chairmen of local and state committees serving as advisory members of central national committees.
7. A Future Teachers of America Chapter in every institution preparing teachers.
8. A professionally prepared and competent person in every school position.
9. A strong, adequately staffed state department of education in each state and a more adequate federal education agency.
10. An adequate professional salary for all members.

11. For all educational personnel, professional security guaranteed by tenure legislation, sabbatical and sick leave, and an adequate retirement income for old age.
12. Reasonable class size and equitable distribution of the teaching load.
13. Units of school administration large enough to provide for efficient operation.
14. Adequate educational opportunity for every child and youth.
15. Equalization and expansion of educational opportunity including needed state and national financing.
16. A safe, healthful, and wholesome community environment for every child and youth.
17. Adequately informed lay support of public education.
18. An able, public-spirited board of education in every community.
19. An effective World Organization of the Teaching Profession.
20. A more effective United Nations Educational, Scientific, and Cultural Organization.

CHICAGO FIRE DEPARTMENT — Vital statistics which can be applied in Fire Prevention lessons and also to cultivate an awareness of the fire problems in Chicago, have been released by the Chicago Fire Department. These figures are for the year 1951:

Fire alarms	74,213
Alarms	38,131
Ambulance	9,661
Squads	7,965
Miscellaneous	8,496
Cost of maintenance of department	\$16,203,941.00
Cost per alarm	218.34
Number of false alarms	3,507
Cost of false alarms	765,618.38
Number of firemen	3,342
Number of people killed in or by fires	133
Number of people injured by fires	787
Number of persons rescued in fires	258
Number of false alarm fires	133
Common causes of fires:	
Automobile fires	6,120
Smokers' materials	5,207
Defective chimneys	1,492
Stoves and other heating devices	2,187
Defective wiring	4,798
Spontaneous ignition	85
Ashes	534
Rubbish	9,938
Flammable liquids	263
Undetermined origin	339

EARTH HISTORY FIELD CONFERENCES — The Illinois State Geological Survey conducts field trips annually to interpret for teachers of science and agriculture the geological out-of-doors. These trips are offered for the purpose of making known the findings of the State Geological Survey during its many years of study. Trips begin at 9:00 a. m. (Central Standard Time) and terminate about 4:00 p. m. Anyone interested in geology is welcome.

Participants are urged to note the following general directions: Take a packed lunch and your car, or arrange for space at the assembly point; bring hammers, wear heavy shoes, and durable clothes. All trips will include opportunities to collect rocks, minerals, and fossils. Field experiences arranged for spring, 1953 and places of meeting follow:

Saturday, April 11, 1953, Salem, Marion County, assemble at Salem Community High School. Included in this trip will be oil fields, coal mines, bedrock strata of Pennsylvania age, Illinoian glacial deposits, and Coal Period fossils.

Saturday, April 25, 1953, Monmouth, Warren County, assemble at Monmouth College Science Building. The bedrock strata of Pennsylvanian and Mississippian age will be studied together with Tertiary chert gravels, Illinoian glaciation and Ice Age history of the Mississippi River, and crinoids and other marine fossils.

Saturday, May 16, 1953, Freeport, Stephenson County, assemble at Freeport High School. The final experience will include bedrock strata of Ordovician and Silurian age, Tertiary peneplain, Illinoian glacial drift and Peorian loess, and marine fossils.

FUND FOR ADULT EDUCATION — Nearly four million dollars has been appropriated by the Fund for Adult Education during the past sixteen months to encourage the discussion by American citizens of vital issues. A corporation established by the Ford Foundation in 1951, its activity concerns continuing post-school education in political understanding, international understanding, economic understanding, and the humanities.

Financial assistance in the specific field of group discussion has been given to the following organizations:

American Foundation for Political Education, Chicago: Expansion of program of group study and discussion of U. S. foreign policy and world politics.

American Heritage Council, Chicago: Group study and discussion of American historical documents.

American Labor Education Service, New York: Group study and discussion of world affairs by members of labor unions.

American Library Association, Chicago: Expansion of program of group study and discussion of American national development through selected reading lists and films.

Center for the Study of Liberal Education for Adults, Chicago: Improvement of teaching methods and materials in university evening courses for adults.

Committee for Economic Development, New York: Group research, study, and discussion of economic problems.

Council on Foreign Relations, New York: Reprint and distribution for group discussion of selected articles from the magazine *Foreign Affairs*.

Foreign Policy Association, New York: Expansion of education in international affairs through local world affairs councils.

Great Books Foundation, Chicago: Expansion of program of group study and discussion of great literature of the Western world.

Inter-University Labor Education Committee, Chicago: Development by eight colleges and universities in collaboration with labor unions, of materials for the study of current issues by members of labor unions, and training of group leaders.

University of Chicago: Production of three sound films to promote group discussion and aid discussion leaders, and of one film strip, "Man and His Fight for Freedom."

Experimental Discussion Project of the Fund for Adult Education: Development and testing of new types of materials and processes for adult group discussion.

This summary of the Fund's activities in the area of group discussion was made public by Scott Fletcher, President, in connection with the observance of American Education Week, November 9 to 14, 1952.

INDUSTRY AND COUNSELING — A new counseling program in industry, an all day "career carnival" for the teenage sons and daughters of the employees, was recently inaugurated by the Bend and Howell Company, Chicago manufacturers of motion picture equipment. This is believed to be the first career guidance program of its kind sponsored by an industrial organization.

After asking each participant to make an appraisal of his individual interests and abilities, career opportunities in merchandising, law, engineering, business administration, education, and manufacturing were discussed in small, informal groups. Top company executives led the discussions in their own fields of specialization. There was no attempt to get participants to "follow in dad's footsteps." Equal emphasis was placed on careers in teaching, law, social work, and the ministry. Based on the enthusiastic comments of the participating group, the company plans to make the Career Carnival a bi-annual event.

IN-SERVICE MUSIC EDUCATION PROGRAM — An in-service training program for teachers of music in our elementary and secondary schools is directed by the Music Division in co-operation with the Music Educators Club of the Chicago Public Schools. This program has now been in operation for four years. In its development it has proceeded from that of a general orientative program to a specific program at definite levels. Fifty elementary in-service workshops have already been given; two more are to be held in 1953:

Saturday, February 14, 1953: Century Room of the LaSalle Hotel, from 9:00 a. m. to 4:00 p. m. A choral workshop for high school and college music instructors and choral conductors, as well as for teachers of the upper elementary grades. Conducted by Dr. Harry Wilson of Teachers College, Columbia University.

Saturday, March 7, 1953: North Ballroom of the Conrad Hilton Hotel, from 9:00 a. m. to 4:00 p. m. A music appreciation workshop for all teachers of music. Conducted by Miss Lillian Baldwin of Cleveland, Ohio.

JUNIOR RED CROSS ART ACTIVITIES — The Junior program of the American Red Cross seeks to enlist the assistance and contributions of students at all grade levels, in creative art classes, provide for the entertainment and "boosting" morale of patients confined in army, navy, and veterans hospitals in the Chicagoland area. Planned in co-operation with the personnel in the various military and veterans installations, the projects fall into four general categories. They are:

1. Holiday projects and their specifications, which include tray mats, 12"x16" tempera, silk screen, or block print for all holidays listed below — crayon may be used if it is lacquered; suitable bands or collars for nut cups and candy containers for all holidays; pictorial expressions and decorations and non-inflammable decorations for Easter; window transparencies for Easter. The holidays for which these items are requested and the dates when projects designed for each occasion should reach the district art office are:

Valentine's Day	Friday, January 23, 1953
Washington's Birthday	Monday, February 2, 1953
St. Patrick's Day	Friday, February 20, 1953
Easter	Friday, March 13, 1953
Fourth of July	Friday, June 5, 1953

2. Paper and cardboard constructions that may be contributed at any time in the year include decorated calendar pads constructed to stand firmly on bedside tables, not larger than 3"x5" when finished; papier-maché bowls of various sizes, hand decorated and lacquered; hand-decorated, vegetable printed, block printed, or silk screened gift wrap paper; writing portfolios not larger than 9"x12" filled with stationery, including envelopes and pencil; handkerchief holders, filled or unfilled, suitable for men or women patients; tray mats 12"x16" tempera, silk screen, block print, or crayon if lacquered; and boxes up to 6"x10" for bedside tables.

3. Games and puzzles, particularly scrambled word games, decorated, and cross word puzzles with answers.

4. Miscellaneous projects which include clay flower pots and saucers 3", 4", 5", and 6" high decorated with paint that will withstand water; table centerpieces; decorated vases of glass or tin, 4", 5", or 6" high; note paper, decorated in corner or top, with envelopes; gift enclosure cards, hand decorated; ash trays, ceramic or fire resistant hand-decorated pieces; and clip boards, furnished by the Junior Red Cross, with decorated backs.

The Junior Red Cross will furnish materials in part to schools wishing to co-operate in this program. Full details can be obtained from any Chicago Public School Art Supervisor or by writing to 228 North LaSalle Street, Room 604, Chicago, Illinois.

NATIONAL TEACHERS EXAMINATIONS — Prepared and administered annually by Educational Testing Service, the National Teacher Examinations will be given at 200 testing centers throughout the United States on Saturday, February 14, 1953.

A candidate may take Common Examinations, which include tests in professional information, general culture, English expression, and non-verbal reasoning; and one or two of eight Optional Examinations designed to demonstrate mastery of subject matter to be taught. The college which a candidate is attending or the school system in which he is seeking employment will advise him whether he should take the National Teacher Examinations and which of the Optional Examinations to select.

Application forms and a bulletin of information describing registration procedure and containing sample test questions may be obtained from college officials, school superintendents, or directly from the National Teachers Examinations, Educational Testing Service, P. O. Box 592, Princeton, New Jersey. Completed applications must be received by January 16, 1953.

NBC SYMPHONY SEASON — The sixteenth season of the NBC Symphony Orchestra opened on Saturday, November 1, over NBC radio at 6:30 p. m. EST. For the fifteenth season Arturo Toscanini will direct the orchestra, conducting fourteen concerts; he will be assisted by Guido Cantelli who will direct eight concerts. All of the broadcasts will originate in Carnegie Hall, New York. Several concerts are expected to be televised, but no dates have been set yet.

Among the composers listed for the season's concerts are Brahms, R. Strauss, Rossini, Haydn, Kabalevsky, Bach, Saint-Saens, Tchaikovsky, Schumann, Dvorak, Mendelssohn, Moussorgsky, and Ravel. The schedule dates together with the conductor for the latter portion of the 1952-53 season follow:

Guido Cantelli:	December 20, 27; January 3, 1953
Arturo Toscanini:	January 10, 17, 24, 31; February 7 and 14
Guido Cantelli:	February 21 and 28
Arturo Toscanini:	March 7, 14, 21, and 28

NEW WORLD GROUP — William G. Carr, executive secretary of the National Education Association, is secretary-general of the newly-formed World Confederation of Organizations of the Teaching Profession. The Confederation, which held its inaugural meeting in Copenhagen last August, is an outgrowth of the merger of two international organizations of teachers in Europe with the World Organization of the Teaching Profession. Dr. Carr has been secretary-general of WOTP since its inception in 1946.

President of the new organization is Ronald Gould of England, executive secretary of the National Union of Teachers in that country. Irving Pearson, executive secretary of the Illinois Education Association, is the American representative on the executive committee of the Confederation.

SCHOOL-AGE YOUTH AND EMPLOYMENT—The Bureau of Labor Standards, the United States Department of Labor, and the Office of Defense Mobilization Committee on Manpower Policy have evolved a national policy on the employment of school-age youth for the purpose of conserving, building, and wisely using the capacities of youth for their best development and their long-range contribution to the nation's strength. These organizations recommend that employers, placement counselors, schools, parents, unions, government, and community groups adopt practices that will:

1. Encourage boys and girls to get the best education they can, and at least to complete high school.
2. Encourage schools to adjust their curricula and services to meet more adequately the needs of young people.
3. Help young people take advantage of vocational guidance services, of training opportunities, and of placement services that help them find jobs suited to their interests and vocational and physical capacities.
4. Help young people make use of opportunities in military service that will advance their long-range vocational objectives.
5. See that young men at or near draft age are given full opportunity for full employment until called into military service.
6. Arrange, under careful supervision, suitable part-time and vacation jobs that will provide constructive experiences while allowing time and energy for education, recreation, and personal development.
7. Continuously observe and support full maintenance and enforcement of child-labor and school-attendance laws.
8. Assure good working conditions for employed youth under eighteen years of age by following the standards set by law in their respective communities.
9. Protect children from employment at too young an age, holding to the following standards:
For employment during school hours or in manufacturing, workers should be at least sixteen years of age;
For employment outside school hours as part of the regular hired labor force, workers should be at least fourteen years of age;
For employment in hazardous occupations, workers should be eighteen years of age.
10. See that minors under eighteen obtain employment or age certificates as proof of age and as assurance that their employment meets child-labor standards as set by law.

STUDENT TOURS TO THE BASIC INSTITUTES FOR RESEARCH³—Student groups of all high schools have been given an opportunity to be the guests of the Basic Institutes for Research of the University of Chicago, 5640 South Ellis Avenue. Those schools wishing to take advantage of this fine opportunity are requested to make reservations by calling Mr. E. C. Schwachtgen, Division of Curriculum Development, DEarborn 2-7801, local 334.

Tours will begin promptly at 2:00 p. m. Groups are asked to meet in Room 143 of the Basic Institutes of Research Building on the day for which their school has made advance reservation. You are permitted 40-50 students in your school group. Each group will be divided into two sections at the University. Two teachers, one for each section, are requested to accompany the students.

For most satisfactory arrangements, methods of selecting the student group quotas and transportation are matters that are left to the discretion of the schools having secured a reservation through the Central Office.

Dates will be reserved and assigned in the order in which they are received in the Central Office. You may reserve one of the following dates for your school's tour.

January 8, 15, 22
February 19, 26
March 5, 12, 19, 26
April 2, 9, 16, 23
May 7, 14, 21
June 4, 11, 18

A brochure, "Planning Science Field Trips" prepared by the Division of Curriculum Development and available upon request, will be useful as a guide to teachers planning field trips and will enhance the value of the field trip as an educational project.

TEACHER EXCHANGE PROGRAM—Opportunities for approximately 190 experienced elementary and secondary school teachers to participate in the Teacher Exchange Program was announced in the recent bulletin by General Superintendent Harold C. Hunt. The countries in which the program operates together with the nature and number of opportunities in each, are listed below:

United Kingdom, one hundred at all levels from primary to twelfth grade in all subject fields.
Canada, twenty-five elementary and secondary teachers from kindergarten level to twelfth grade. Most positions are open in kindergarten and lower elementary grades.
France, four secondary or junior college teachers French to teach English. Teachers must be under forty years of age and have no dependents.

In addition to the qualifications stated above, candidates should possess at least a bachelor's degree, should be of good moral character, good health, emotionally mature, and adaptable. They must be citizens of the United States.

Teachers selected for exchange positions will continue to receive salaries from their own school system. Any teacher who is interested in the opportunity to teach in a foreign country should consult his principal.

³From the *High School Bulletin*

PERIODICALS

EDITED BY PHILIP LEWIS

CHICAGO TEACHERS COLLEGE

"The Vanishing Wall Between Courses and Activities." By J. R. Shannon. *The Clearing House*, September, 1952.

Extracurricular activities take on widely divergent forms in different schools and school systems. At some locations these extras are tolerated as well-inspired fads, but elsewhere great importance is attached to outgrowths of such involvements. The writer describes four stages of development involving the history of school activities which readily permit the reader to identify the local situation. The suggestion of a new term to "extracurricularize the curriculum" is given with speculation of significant things to come.

"Doctrine of Interest." By James Binney. *Education*, October, 1952.

There has been much effort and enthusiasm expended in spreading the idea that the child will learn best that in which he is most interested. Therefore, it comes more or less as a shock to read of the reactions of an educator who sees possible negative outcomes resulting from this approach. It is well worthwhile becoming acquainted with the point of view expressed to help believe and maintain a better balance in the placement of emphasis on interest as it affects learning.

"Education for Democracy: What Is It?" By Adolph B. Smith. *Child Study*, Fall, 1952.

This treatment dealing with the implications of many of the specifics involved in educating for democracy goes beyond the slogan stage. It is both unusual and encouraging to be greeted with concrete suggestions applicable to a wide differential of age and maturity levels, rather than with desirable generalizations seemingly guided by lofty aims that never lose sufficient altitude to get down to earth. Process as well as content is considered, and democratic method is seen as a soft philosophy.

"Education in a Turbulent World." By Lindley Stiles. *Virginia Journal of Education*, September, 1952.

Although the subject is nothing new or novel, the approach is one that quite clearly outlines the present position of the schools of our nation. The attacks upon the educational institutions as well as their expanding role in a society where both church and the home relinquish certain previously held functions are major concerns. The

writer charitably assumes that most of the criticism of the schools comes from sincere people who are misinformed, and that the group deliberately and maliciously attacking the schools is small indeed. The conclusion offered holds that good education will always be under fire, but that this situation is expected to produce desirable results if educators are not stampeded into ill-considered reaction.

"The Strengths of Freedom." By Ernest O. Melby. *Child Study*, Summer, 1952.

This is not just another article dealing with the blasts being directed at America's schools, but a deeply analytical exposition involving a far larger frame of reference. It is difficult to read Dean Melby's views and not reaffirm the stand that the individual can make the most of his potentialities in a free society subscribing to the corollary that people have the capacity to build such a society.

"Thoughts About Discipline." By Fred G. Stevenson. *Michigan Education Journal*, October, 1952.

The suggestion that the meaning of discipline has taken on a new definition in contemporary society is readily acceptable, but the idea that the purpose of discipline in the school is really self-imposed restraint opens new areas of thinking and understanding. On this basis the author, Consultant in Leadership Training at the University of Michigan, discusses sources of disciplinary problems. In addition to some of the usual causes, involvements stemming from the interaction of parents, teachers, administrators, and community pressure groups are cited.

"Increasing the Prestige of the Teaching Profession." By Margaret Stroh. *The Education Digest*, October, 1952.

Several soul-searching questions are included in this exposition with one, in particular, reappearing a number of times, "Do teachers lack self-respect?" The theme refers to the vague identification of the teacher members with their professional organizations and makes the charge that within the experience of the writer not a single institution trains teachers seriously with its curriculum built on the realities and the needs of the universe in which we live. The solution proposed calls for reaffirmation and unfaltering focus on a few definite and vital aims.

"A Salary Policy for All School Personnel." By Everett A. McDonald, Jr. *The American School Board Journal*, October, 1952.

With a single-salary schedule proposal up for consideration by the Chicago Board of Education it is of more than passing interest to compare the features of the local plan with those of a similar policy recently adopted in an eastern school system. In this latter formula, the basic remuneration pattern for teachers is also applied to supervisors and principals with supplemental compensation based upon added responsibilities. An unusual feature that becomes active after the top salary is attained by automatic increases and increments permits the individual to apply for merit increases where such an action is deemed justifiable.

"Boys' Personality Appraisals Differentiate Teacher Groups." By Sister Mary Amatora. *School and Society*, September 20, 1952.

A study made of boys in the fourth through eighth grades as measured by the Child Personality Scale tentatively indicates that teachers in the 30-34 age group seem to best understand their pupils and to have the best teacher-pupil relationships. Other segments of the research deal with four other age groups of teachers in this same area. The findings of this project reviewed in the light of data from other studies indicate correlation between the behavior of the teachers and the behavior of children, and opens wide some desirable avenues of investigation.

"What Is Satisfactory Educational Leadership?" By J. O. Cullison and Associates. *The American School Board Journal*, November, 1952.

Many books have been written on the subject of educational leadership, but here is a succinct and condensed version that readily provides criteria to isolate and identify either the democratic or the autocratic components in checklist form applicable to individual situations.

"Aspen Conference on Design." By Staff Reporter. *Fortune*, September, 1952.

Revolutionary turnabout is illustrated in the revelation that art teachers joined designers, architects, art directors, and businessmen in the Second Annual Design Conference at Aspen, Colorado. Here, in an inspirational atmosphere, was fused the idea of function and utility with appearance and esthetic quality. Perhaps more important for education was the exposure of educators to the problems and resources of industry and industrial design. The series of selected illustrations of things to come as well as contemporary developments are intriguing in themselves.

"The Challenge of the 242 Channels — Part I" By Burton Paulu. *The Quarterly of Film, Radio and Television*, Fall, 1952.

Much has been published in connection with the TV channels for education with personal opinions and dollar interests strongly favoring the conclusions. The final decision of the F. C. C. to allow 11.5 per cent of the unassigned channels to non-commercial institutions conceals a hidden "joke" which needs to be explained and publicized without delay. Education stands to lose a most important birthright if substantial action is not taken in behalf of these channels by next June.

"Schools in Action — TV Hits School Administration." By M. L. Cushman. *The School Executive*, 1952.

Educational Station WOI-TV in Ames, Iowa, conducted a program series, "The Whole Town Talking," in co-operation with a grant from the Fund for Adult Education. The basic premise upon which the series was built subscribed to the idea that people of our nation can solve their own problems in their own way through establishing democratic processes. The important conclusions reached at this writing show the need for intensive preparation, research, and a better command of the facts among administrators than has been true in the past. It is not yet certain whether the format described should provide factual data or, more importantly, show the processes of social action, but the preliminary evaluation is favorable to continuing efforts.

"Who Belongs to What in a Great Metropolis?" By R. Freedman and M. Axelrod. *Adult Leadership*, November, 1952.

With the increasing emphasis attached to the function of the school to provide the foundation for leisure-time activities and participation in community functions in adult life, many answers must be determined to lend direction and point to such endeavor. A study conducted in Detroit supplies some of the needed information. Fourteen per cent of the men and 26 per cent of the women were reported as belonging to no organization, either church or formal group. Fourteen per cent of these men and women never had affiliation with any organization and perhaps account a large measure for the "lonely group" in a large city. A significant breakdown of types of membership shows that the real joiners represent about 8 per cent of the total segment surveyed and indicates where the real leadership lies. Reasons dealing with why people join, how many are active members, and the influence of sex and racial differences throw much light on a little known area.

"Thwarting the Ventriloquistic Freshman." By Dorothy C. Hockey. *College English*, October, 1952.

It is certainly a common experience in high school as well as in college for the teacher to be rewarded in return for what was originally designed as an intensive study of a subject or topic, aggregation of quotations held together by a connective sentence or two. As the author puts it, essence, about the only original material to be found is in the opening and closing paragraphs. The parroting on the part of the student can be directed into more productive channels if certain activities are instituted in class according to suggestions given. Certainly the prospect of achieving such a goal is stimulating.

"De-emphasizing Differences in Reading Performance." By Gwendolyn McMickle. *Elementary English*, October, 1952.

Many of the present-day techniques in upgrading reading performance involve different types of ability grouping. The side effects in these instances are not always desirable as far as pupil identification with the "poor reader," etcetera, are concerned. The results of an experiment to minimize such labeling seems productive of sufficient success to command attention. The approach, in part, consists of the utilization of many different groups varying in size from the entire class to just a few individuals, with provision for individuals to work with many of the groups in some measure on a voluntary basis. Different types of textbooks as well as locally procured materials added to the efficacy of the program.

"The Speech Correction Program. By Floy Coleman. *Hawaii Educational Review*, October, 1952.

When speech disorders deviate sufficiently from normal patterns to attract undue attention and interfere with communication, teachers should be able to implement or recommend proper therapy. The common-sense analysis presented provides a working background for personnel dealing with children, and points up the importance of correction early in life when best results are usually obtained.

"Guidance Services for the Elementary School Child." By S. C. Hulslander. *School of Education Bulletin*, May, 1952, University of Michigan.

Inclusion of a short summary of the growth and directions taken by the guidance movement followed by an exposition of concepts and suggestions makes this article important to educators not thoroughly familiar with this important service. Guidance is held to be something with many facets and definite and progressive functions. Effective counseling at the high school level, for

example, is shown to be futile unless preliminary preparation has been effected in many areas in the elementary school. Among the common fallacies highlighted is the idea that an impressive accumulation of pupil data in individual folders indicates conscientious practice. The position taken is that this is, in many instances, raw data and relatively insignificant unless arranged in specific patterns. Follow-up in counseling is held to be as necessary from grade-to-grade as it is after graduation or school-leaving.

"Protest to Makers of PTA Programs." By Harry C. McKown and Others. *The Clearing House*, September, 1952.

A group of six professional educators, frequently scheduled to address various kinds of audiences, were requested to specify the type of audience each liked least to address. Significantly, five of the six wrote "PTA" on their ballots despite their positive feelings for the purposes and endeavors of the Parent-Teacher organizations. A follow-up investigation disclosed that the specific reasons for this attitude were quite similar in almost all instances. These items have been detailed and reported in the form of an appeal to interested bodies to take steps to correct this almost universal fault.

"Why Evening Students Leave School." By A. M. Schone. *Adult Leadership*, November, 1952.

Adult education programs in population centers have mushroomed spectacularly in the last decade, but the large margin of turnover and drop-outs in clientele posed an unsolved and vital problem. A follow-up program in one city to determine the basic causes of this phenomena brought heartening news. In most instances the complications resulted from employment schedules rather than from lack of interest in the offerings of the institution. However, even this factor gives rise to the need for more flexible arrangements to counteract this obstacle. Other pertinent replies bring in such considerations as the foreign language handicaps and unstable and transient housing situations.

"Radio for Amateurs." By Charles G. Stone. *Recreation*, October, 1952.

Recreation Director Stone outlines his approach to help revitalize an established recreation program by the inclusion of radio as a focus of interest. The appeal to the would-be "ham" and those interested in related activities dealing with the airwaves resulted in a more gratifying response with the subsequent formation of an active and stimulating department.

BOOKS

EDITED BY ELLEN M. OLSON

CHICAGO TEACHERS COLLEGE

IMPORTANT NEW BOOKS

Contributors to this section are Muriel Beuschlein, Helen C. Campbell, John S. Carter, Joseph Chada, Mary E. Courtenay, John W. Emerson, Frances H. Ferrell, Henry G. Geilen, J. Curtis Glenn, Russell A. Griffin, Mabel G. Hemington, Coleman Hewitt, Emily M. Hilsabeck, Louise M. Jacobs, Henry Jaris, David Kopel, Joseph Kripner, Marcella G. Krueger, Philip Lewis, Melvin M. Lubershane, Myrtle P. Lynch, Blanche B. Paulson, Dorothy Phipps, Charlemae Rollins, Seymour Rosofsky, Eloise Rue, Irwin J. Suloway, Catherine M. Taheny, Joseph J. Urbancek, Robert Walker, Sylvan W. Ward, and Horace J. Williston.

FOR TEACHERS AND SUPERVISORS

How to Help Your Child with Music. By M. Emmet Wilson. New York: Henry Schuman, Inc., 1951. Pp. 170. \$3.00.

This is a valuable handbook for parents who are confronted with the interesting problem of directing their children in their musical pursuits; it is also highly enlightening to teachers who can help shape the singing and playing habits of the children under their supervision. At what age should the child start lessons? What instrument should he choose? How long should he practice? How can his interest be retained? These questions and many more are effectively answered.

S. D. W.

The Mentally Retarded Child, A Guide for Parents. By Abraham Levinson. New York: The John Day Company, Inc., 1952. Pp. 190. \$2.75.

The writer of this long awaited handbook, a well-known counsellor and consultant for parents and parent groups, is an authority on clinical diagnosis and research in the field of mental retardation. Although the book is a sympathetically and simply written guide for parents it will be of value also to professionals in the field of special education.

J. C. G.

What Is Progressive Education? By Carleton Washburne. New York: The John Day Company, Inc., 1952. Pp. 155. \$2.50.

The author's intimate association with and influential leadership in the progressive education movement have provided a rich background for this authentic, concise, and readable explanation of what progressive education is and isn't. The book is timely: it should prove very useful to parents and teachers interested in assessing and combating, with the truth, the current attacks on public schools.

D. K.

Climbing Higher, Teacher's Edition. By Paul McKee et al. Boston: Houghton Mifflin Company, 1951. Pp. 517. \$1.60.

Valuable teaching suggestions for 3A are given in the manual and excellent sections to give phonetic, meaning, and structural practice are inserted for pupils. Even more pages might be devoted to plateau reading—no new words. Adapting books without even indicating source, such as *Fast Sooner Hound and Monkey with a Notion*, detracts from further reading. Suggestions are lacking for extended reading.

M. G. K.

Democracy Series, Revised. Edited by Prudence W. right and W. W. Charters. *Your Land and Mine*, the reader, by Helen Brindl Van Bramer; *Toward Freedom*, fourth reader, by Ruth Mills Robinson; *Pioneering Democracy*, fifth reader, by Edna Morgan; and *Way of Democracy*, sixth reader, by Allen Y. King. Ida Dennis. New York: The Macmillan Company, 1951. Pp. 246, 245, 340, and 404 respectively. \$1.88, \$2.00, \$2.32 respectively.

This graded series attempts through stories and poetry to point out to children fifteen salient characteristics of democracy which will teach them to love and respect our way of life. The materials, historical and current, are well chosen, with the possible omission of a presentation of democracy elsewhere in the world. A glossary and index are part of all but the first book. Activities follow each section. There is little inclusion of that is forward-looking and nothing to prepare children to defend democracy against pressure groups and propaganda devices.

M. G. K.

William Heard Kilpatrick. By Samuel Tenenbaum. New York: Harper and Brothers, 1951. Pp. 318. \$2.50.

This biography is both the interesting life story of a great teacher and an understanding account of his philosophy of education which has profoundly influenced our schools in modern times. Long famous as the foremost exponent of John Dewey's educational doctrine, Kilpatrick emerges in this sympathetic chronicle as a great educator in his own right.

D. K.

Mathematics in Action, Books 1-3. Third Edition. By Walter W. Hart and Lora D. Jahn. Boston: D. Heath and Company, 1952. Pp. 324, 294, and 354 respectively. \$2.12, \$2.24, and \$2.40 respectively.

While the central theme of each of the books conveyed by the title, it will be found also that the materials developed stimulate interest on the part of those in grades seven, eight, and nine because of factual information presented and the drawings, pictures that are interesting and inviting. Book I places emphasis on those arithmetic materials usually found in the seventh grade. Book II is correlated with the preceding book and will be found to contain material on topics of social importance. In Book III correlation with the preceding books continues, but the dominant note is on general mathematics that employs algebra, geometry, and trigonometry. These books are of the same high standard as previous editions.

J. J. U.

Teaching of Mathematics. By David R. Davis. New York: Addison-Wesley Press, Inc., 1951. Pp. 414. \$3.00.

The treatment of the materials covers such areas as educational theories and techniques of teaching and methods from discussions on arithmetic through junior high mathematics. To benefit, in keeping with the objectives stated in the author's preface, a reader would have to be well equipped with an adequate background in mathematics before reading this book. J. J. U.

Our Democracy to Work. By Ruth H. Wagner and E. Green. Illustrated. New York: Henry Schuman, 1952. Pp. 132. \$3.00.

The frontiers which challenge our democracy today from humanitarian and social rather than geographic points of view are explored in this guidebook which implements our approach to this reality through presentation of principles and documents, organizations, behaviors and facts which may be accepted readily by all peoples in dealing with their fellow man. As well as children may profit from the information and philosophy contained in this simply written book. R. A. G.

General Methods of Teaching. By A. Gordon Melvin. New York: McGraw-Hill Book Company, Inc., 1952. Pp. 251. \$3.75.

This is a sincere, sensibly written volume in which the author discusses what schools should be and why they are attended. From these considerations, Melvin discusses to the problem of how best to pass values on to the young. Discipline, method and technique, and group and individual development are treated broadly, so fundamentally that all teachers—kindergarten or college, neophyte or veteran—can be stimulated by Melvin's thinking. Apparently, from the style in which the book is written, Melvin enjoyed writing it.

R. A. G.

Teaching the New Arithmetic. New Second Edition. By Guy M. Wilson et al. New York: McGraw-Hill Book Company, Inc., 1951. Pp. 484. \$4.50.

The authors believe in the development of meanings in the lowest grades through the medium of games and stories and not through drill; also that complete mastery is necessary for certain parts of arithmetic which are best suited to drill. The social-utility theory justifies the selection of topics to be emphasized. In chapter on "Appreciation Units in Measures" a minor error exists in the button gage but this does not detract from what is taught there. While there are doubtless some who may disagree with some of the selections and theories, the book should nevertheless be stimulating to many teachers even if their approaches and developments of materials differ. J. J. U.

My First Schoolbook. By Gertrude Hildreth et al. Illustrated by Marguerite Scott and Jesse Spicer. *Mary and Bill.* By Gertrude Hildreth et al. Illustrated by Marguerite Scott. *My Book About Mary and Bill.* By Lou Felton and Alice Meighen. Illustrated by E. Lou Stone and Alan Young. Philadelphia: The Porcupine Press, Inc., 1951. Pp. 64, 48, and 64 respectively. 68, 52, and 64 cents respectively.

These three books are part of the Easy Growth in Reading Series. The first one listed is the reading primer book which gives practice in visual discrimination, association of ideas, auditory discrimination, and story sequence. The second book is a pre-primer containing short stories of children and their pets and introducing twenty-two new words. The last one, the book to accompany the pre-primer, contains many colored pictures as well as black and white illustrations and gives practice in sentence completion, visual discrimination, and reading for meaning. All three have attractive formats. M. G. H.

Adolescence. By Marguerite Malm and Olis G. Jamison. New York: McGraw-Hill Book Company, 1952. Pp. 511. \$5.00.

Numerous case histories illustrate the necessity for adult understanding and help during the critical years of adolescence. Physical and emotional characteristics of this period are explained in detail. The authors emphasize that it is the obligation of the school to help youth to make the most of the adolescent years and to prepare for adulthood. Each chapter is followed by questions and topics of discussion designed to assist teachers in making practical application of the principles set forth. Supplementary reading lists are comprehensive and up-to-date. H. C. C.

Mental Hygiene and Life. By Louis Kaplan and Denis Baron. New York: Harper and Brothers, 1952. Pp. 422. \$3.50.

Another elementary book on mental hygiene prepared by amateur psychologists for the young college student. Its chief merits, perhaps, are a positive emphasis upon the maintenance of health, and a fairly lucid text enlivened by illustrative drawings. The book is marred, however, by oversimplifications and other dubious statements, by disparate and unintegrated formulations of personality theory, and by an apparent absence of first-hand case material. These faults indicate a regrettable lack of the extensive clinical experience, understanding, and skill that qualify one to write authoritatively in this field. D. K.

Teaching Mathematics in the Secondary School. By Lucien Blair Kinney and C. Richard Purdy. New York: Rinehart and Company, Inc., 1952. Pp. 381. \$5.00.

The authors develop such themes as the role of mathematics in modern life, historical background of the mathematics curriculum and problems of instruction, and the direction of learning. Discussions begin with the teaching of high school algebra and range through the various other high school and junior college mathematics courses, and include such things as visual aids, the long unit, the social unit, and construction and using of tests. While a teacher may profit from reading the book, not all parts of it are valuable to her unless she has had several courses in mathematics. J. J. U.

Elementary School Guidance. By Ervin Winfred Detjen and Mary Ford Detjen. New York: McGraw-Hill Book Company, Inc., 1952. Pp. 266. \$3.75.

This excellent handbook will increase every elementary teacher's effectiveness and pleasure in teaching. Assuming the benefits of a good classroom climate, it proceeds to suggest ways of improving that climate. Each of the twenty brief chapters analyzes such common behavior problems as dishonesty, physical needs of children, and tardiness; and copiously lists related activities. These projects skillfully capitalize on traditional classroom activities, affording both integration and opportunity for enrichment and re-evaluation of those traditional activities. B. B. P.

Modern Music-Makers. By Madeleine Goss. New York: E. P. Dutton and Company, Inc. 1952. Pp. 499. \$10.00.

Each one of the thirty-seven modern American composers discussed makes his bow by means of a sample of three or four measures from one of his compositions. After this autographed excerpt, a synopsis featuring date, place of birth, teachers, influential musical personages, prizes won, schools attended, and a few pertinent remarks about the manner of composition gives a quick over-view of each composer. An outline containing names of compositions, types, and year of publication follows. In an interesting, orderly, and direct manner these modern composers are introduced to the reader. C. M. T.

A Dictionary of Vocal Themes. Compiled by Harold Barlow and Sam Morgenstern. New York: Crown Publishers, 1950. Pp. 650. \$5.00.

For one who can recall the first line of a song only, the title as well as the name of the composer may be found readily in the well-arranged index of this book. For one who is not sure of the melody, nor of the classification—opera, oratorio, lieder, or any other song type—there are excerpts which will clarify doubts. For the busy teacher, the vocalist, or the music student this dictionary is priceless.

C. M. T.

The Little Crow and Shadow the Cat. By Edith Osswald and Mary M. Reed. Illustrated by Doris and Marion Henderson. *Fun for Fidelia and Maybelle the Donkey.* By Arensa Sondergaard and Mary M. Reed. Illustrated by Doris and Marion Henderson. Boston: D. C. Heath and Company, 1951. Pp. 32 each. 40 cents each.

These four animal stories are excellent supplementary readers for the primary grades, meeting the needs of accelerated first-graders as well as retarded second-graders.

M. G. H.

The Creation of Sculpture. By Jules Struppeck. Illustrated with photographs by the author. New York: Henry Holt and Company, 1952. Pp. 260. \$6.95.

This well organized book exploits the thesis that idea, form, and technical means are inseparably interwoven in the act of creating sculpture. Studies in the design of sculptural form are presented in a series of experiences, not rigid "projects," involving a wide range of methods, techniques, and materials. There is adequate allowance for individual preferences and abilities. A good reference, it is also quite suitable as a general text. Appendices offer suggestions for further reading and a list of supply sources.

J. W. E.

The Pageant of Netherlands History. By Adriaan J. Barnouw. New York: Longmans, Green and Company, 1952. Pp. 370. \$4.50.

To his impressive list of publications Dr. Barnouw has added another in the *Pageant*. The work glows with the author's admiration for his people, their accomplishments, and their contribution to the humanities. The book depicts the temperament of the people of Holland as this affects their history and life during the past two thousand years of their history. The classical historian might cavil with the relative neglect of facts and events concerning political and diplomatic aspects but he cannot deny the service which Dr. Barnouw has rendered to the English speaking world by his interpretation of the Dutch nation in its artistic, cultural, and spiritual activity during the past twenty centuries. The book is well worth reading by both scholar and layman.

J. C.

Social Studies in the Secondary School. By Clarence D. Samford and Eugene Cottle. New York: McGraw-Hill Book Company, 1952. Pp. 376. \$4.25.

A veritable encyclopedia for present and future social studies teachers, this book treats all phases of the social studies from ninth to fourteenth grade. Attention is given to recent curriculum trends, including changes resulting from World War II. The abundant illustrative material is of practical value to classroom teachers, while the extensive reference lists will aid those desirous of exploring further the many facets of the social studies in the secondary school.

F. H. F.

Teaching the Social Studies in Secondary Schools. By Arthur C. and David H. Bining. New York: McGraw-Hill Book Company, Inc., 1952. Pp. 350. \$4.25.

This is an encyclopedic treatment of the various phases of the work of the social studies teacher; it

contains an extensive bibliography and list of visual aids. Of special interest is Chapter XI, which deals with the social studies teacher in person and includes a classroom rating sheet for the same.

F. H. F.

Marionettes. Studio How to Do it Series No. 1. By Donald Seeger. New York: The Studio Publications, Inc., 1952. Pp. 79. \$5.00.

This is a clearly written book which briefly but thoroughly explains how to create successful marionettes. Those described are usually of simple construction and made from inexpensive, easy to acquire materials. The book, besides being of value to the amateur who thinks he would like to try his hand at making marionettes, is excellent reference for the arts and crafts instructor. All directions are further clarified by simple illustrations.

S. R.

Making a Start in Art. By Anna Airy. New York: The Studio Publications, Inc., 1952. Pp. 95. \$5.00.

This book undertakes to provide encouragement as well as practical suggestions of procedure for the who wish to make a start in the field of art. It tempts too much, however, and turns out to be only pleasantly conversational but not sufficiently directional.

H. G. G.

How to Understand Modern Art. By George Flanagan. New York: The Studio Publications, Inc., in association with Thomas Y. Crowell Company, 1951. Pp. 334. \$5.50.

This book furnishes an interesting and descriptive account of the development and objectives of modern art. Written in journalistic tempo, it furnishes a lively account of the artists and their accomplishments, from the beginning of modern art to the present day. Its use of non-technical language it seeks to furnish the general reading public with an explanation of modern art that can be readily understood. Its comprehensive nature and clarity of style should insure the author of a very wide and satisfied audience.

H. G. G.

Plain Words, A Guide to the Use of English and the ABC of Plain Words. By Sir Ernest Gower. London: His Majesty's Stationery Office, 1948 and 1951 respectively. Pp. 94 and 146 respectively. 90 cents and \$1.00 respectively.

These two books were written at the request of the Treasury to guide British government officials in the use of English and particularly to recommend simple straight speech as a substitute for jargon and verbalism in official communication. The author's advice is in the whole admirable and as applicable to American college students as to British officials.

In substance the books are nearly identical, differing only in form. *Plain Words* treats English usage under such large topics as "correctness," "choosing familiar word," and "punctuation." *ABC of Plain Words* splits up these chapters and throws the fragments into an alphabetical arrangement. Most of the articles deal with particular words often abused, so with such matters of style as "abstract words," "commercialese," "gobbledegook," and "padding."

H. J. W.

Scratchboard Drawing. By C. W. Bacon. New York: The Studio Publications, Inc., 1951. Pp. 96.

A very competently written account of the materials, tools, and techniques of scratchboard drawing. This very interesting method of making drawings for reproductions has been fully explained and generously illustrated from the works of competent artists in the field. The typographic design of the book and the illustrations selected to accompany the text are of excellent taste.

H. G. G.

A Reader for Writers. Edited by William Targ. New York: Hermitage House, 1951. Pp. 322. \$3.50.

A book in which twenty-seven men of letters discuss authorship both as an art and as a business is bound to be interesting. But this collection is not half so interesting or valuable as it might have been if Mr. Targ had used better judgment in making his inclusions. We could well have spared the Saroyan verbiage and perhaps the Gosse, Burroughs, Brandes, and George Eliot articles for the sake of something from Goethe, Flaubert, DeQuincey, Hawthorne, Henry James, Conrad, or Gide.
H. J. W.

Capsule Classics. By Barbara L. Wilson. Cleveland: The World Publishing Company, 1952. Pp. 306. \$2.95.

This book reduces to about four pages of print each of seventy-two classics, most of them books read in high school English classes. No teacher should need such a book, and no student should be allowed to use it. In short, the book can serve no useful purpose.
H. J. W.

A Practical Manual of Screen Playwriting. By Lewis Herman. Cleveland: World Publishing Company, 1952. Pp. 294. \$3.50.

A splendid, authoritative handbook by a most competent professional. Not a primer, yet too advanced for amateur writers. Stimulating, concise, and very usable, with "Do's" and "Don'ts" for every type of film writing. Highly recommended. Devotes 87 pages to Dramaturgy, 69 pages to The Filmic Components, and 118 pages to Writing the Screen Play. Six explanatory photos.
R. W.

FOR HIGH SCHOOL AND COLLEGE STUDENTS

The College Miscellany. Edited by Samuel N. Bogorad and Jack Trevithick. New York: Rinehart and Company, Inc., 1952. Pp. 621. \$3.75.

This is a collection designed for a freshman college course in literature, but it could be used with profit in a college preparatory class in the fourth year of high school. It contains essays, poetry, short stories, and three plays: *Henry IV, Pt. I*, *The Twelve Pound Look*, and *The Winslow Boy*. Between each section there is a short and eminently sensible introduction which should be of considerable value to the student. The texts of the poems are uniformly and meticulously well edited, and where variant readings exist, the best reading has been chosen.
J. S. C.

Russia. By Sidney Harcave. Illustrated by Edward A. Schmits. New York: J. B. Lippincott Company, 1952. Pp. 665. \$7.50.

A competently written history of Russia intended to guide the student through the complicated and often tangled web of Russia's story. The stress, however, is on the more recent phases of that country. The period from Alexander I (1801) to the outbreak of the Revolution of 1907 receives a total of 256 pages. The era stretching from March 1917 to the present is treated in 232 pages. The two divisions cover four-fifths of the book. This is as it should be. The author does not neglect the cultural phases of the Russian people. The format of the book is quite satisfactory, and the text is interspersed with pertinent maps, illustrations, and chronological charts. A selected bibliography of sixteen pages closes the volume. Mr. Harcave's *Russia* is a college text of considerable merit. It is a thorough introduction to the history of Russia and will prove a great aid to the student who is seeking to understand that fascinating yet enigmatic country.
J. C.

Educational Television Moves Forward. By Lawrence H. Conrad. A Report issued July, 1952, by Montclair State Teachers College, Montclair, New Jersey. Pp. 39. \$1.00.

Montclair State Teachers College, under a grant from the Allen B. DuMont Foundation, instituted television experiments in the school on a closed-circuit basis. As time went on and experience permitted expansion, credit courses on three levels were offered to students interested in video. The culminating activity of this venture was the actual transmission of a full day of telecasting for direct utilization in a number of co-operating elementary schools. A detailed report of results, costs, benefits, and future plans makes absorbing reading in light of the educational television deadline set by the F. C. C. for utilization of the new channels.
P. L.

Education For All American Youth—A Further Look. By The Educational Policies Commission. Washington, D. C.: National Education Association, 1952. Pp. 402. \$2.00.

This edition is a revision of the original classic which was first published in 1944. Designed to assist in the extension, adaptation, and improvement of secondary education the EPC formulated policies as well as suggestions for the implementation of these goals. During the post-war period many fundamental changes have taken place in the United States and in the world thus necessitating a second look at our educational system. In addition, the new volume includes reports of recent developments in schools throughout the country as well as brief discussions of currently important problems in secondary education.
P. L.

Exploring Physics. By Hyman Ruchlis in consultation with Harvey B. Lemon. Chicago: Harcourt, Brace and Company, 1952. Pp. 647. \$3.96.

The authors have well demonstrated the dynamic possibilities in a textbook that skillfully employs inductive methods to develop full understanding of basic concepts. A thorough covering of all standard topics is interrelated in the subject matter. The working vocabulary is well handled, and the treatment of the mathematics is most flexible. Numerous basic concepts are presented visually in quite an ingenious manner as an integral part of the text.
H. J.

Modern Physical Science. By William O. Brooks and George R. Tracy. New York: Henry Holt and Company, 1952. Pp. 586. \$3.80.

Emphasis is placed on the practical aspects of science as the student meets them in his everyday life. The treatment of the text includes only the barest minimum of theory which is essential to the general understanding of science as organized knowledge. The functional mathematics is made easy and the numerous experiments, illustrations, and summaries are most concise. The organization of the book reveals painstaking efforts on the part of the author to conceive a good textbook and a valuable resource tool.
H. J.

Selected Team Sports for Men. By John H. Shaw et al. Illustrated by Hugh Cecil Reid. Philadelphia: W. B. Saunders Company, 1952. Pp. 328.

A rather comprehensive text covering some of the important team sports suitable for the high schools and colleges. Origin and development, equipment, fundamentals, defensive and offensive strategy, and team play are well explained. Numerous illustrations, safety hints, glossary, tests, and references are covered in great detail. This book should be valuable to teachers, students, and followers of the sports.
J. K.

The Story of Ty Cobb. By Gene Schoor with Henry Gilford. New York: Julian Messner, Inc., 1952. Pp. 181. \$2.75.

This is the story of baseball and its greatest players. Ty Cobb's records will stand for many years to come. This book should make good reading for youngsters and adults alike.

J. K.

Stories of Our American Patriotic Songs. By John Henry Lyons. Illustrated by Jacob Landau. New York: The Vanguard Press. Pp. 72. \$2.75.

Though not a recent book, this is still an important one. The surprising historical background of ten of our most popular patriotic songs is told simply and interestingly; it is material with which both teachers and students should be familiar. The words and music of the songs are also included. Although the director of music education of Pasadena city schools undoubtedly had elementary and high school people in mind when he wrote this, it has value and inspiration for any American.

L. M. J.

Our Fighting Jets. By Major C. B. Colby. New York: Coward-McCann, Inc., 1951. Pp. 48. \$1.00.

This little book should be of interest to the older generation if they are to become acquainted with an area in which the younger generation is perfectly at home. Jet aircraft has come upon us so rapidly and has progressed at such terrific speed that it has left many of us dazed and at a loss for words. This catalog lists some twenty-two types of jet aircraft which are manufactured for and used by our military services. An excellent full-page photograph of each type of aircraft is included; and on the opposite page much information on speed, range, ceiling, armament, and bomb loads is listed. A simple explanation of how a jet engine works is also included. For boys who wish to reproduce models of various forms, silhouette drawings are given for each type of aircraft.

C. H.

Your Life as a Citizen. By Harriet Fullen Smith, Ernest W. Tiegs, and Fay Adams. Boston: Ginn and Company, 1952. Pp. 495. \$3.72.

An excellent textbook in civics of special interest to Chicago teachers; it is right in line with the nine major functions of living outlined by the Curriculum Council for Chicago Schools. The visual aids are many and well selected, while the teaching aids make abundant use of community resources and emphasize critical thinking.

F. H. F

An Introduction to Physical Education. By Eugene W. Nixon and Frederick W. Cozens. Philadelphia: W. B. Saunders Company, 1952. Pp. 271.

As the title implies, this excellent text covers all the various phases, scope, and aspects of the philosophy and principles underlying the subject of physical education. This fourth edition should be valuable to students, physical education teachers, and administrators.

J. K.

The Jim Thorpe Story—America's Greatest Athlete. By Gene Schoor and Henry Gilford. New York: Julian Messner, Inc., 1951. Pp. 186. \$2.75.

Jim Thorpe, with an ancestry of French, Irish, Fox, and Sac, received his early education at a Fox and Sac reservation school; later attended the government Indian school, Haskell Institute. But it was at little Carlisle College, also under the government, that he began the athletic career which included honors in baseball, football, field and track events. While still a student at Carlisle, he entered the Olympic Games at Stockholm, Sweden, and was decorated by the Swedish king for having won four firsts in both the

decathlon and pentathlon. The biography presents a comprehensive account of his career and of the characteristics which helped make that career. The book is indexed and includes a tabulation of his achievements in the various fields of athletics. For ages fourteen and up.

E. M. H.

Everyday General Mathematics, Book Two. By William Betz et al. Boston: Ginn and Company, 1951. Pp. 438. \$2.60.

Designed for the second track, commonly called general mathematics, emphasis is placed on the mastery of the essentials of mathematics, important applications, modes of thinking, understanding, and appreciation as applied in human affairs. The development proceeds through the fundamentals of algebra, extensive work in geometry, and a moderate amount of trigonometry wherein areas of our culture are employed to develop better understanding. Written in the usual quality of the Betz style, it should prove valuable for the groups it is planned to serve.

J. J. U.

Johnny Reb. By Merritt Parmelee Allen. Illustrated by Ralph Ray, Jr. New York: Longmans, Green and Company, 1952. Pp. 250. \$2.75.

The orphan, Ezra Todd, had long been dominated by his self-appointed guardian, Jed Sears, and his son Bert. However, the hold of these bullies was broken when Ezra accidentally met Wade Hampton, a brave Southern gentleman, and his equally brave sons, Wade Jr. and Preston. The novel presents the exciting but dangerous adventures which Ezra had in the Civil War under the leadership of Wade Hampton, Sr.; Ezra's humorous pal, Festival Jones, and his imaginary dog Spot, make a backdrop of relief for the tragedies of war which Ezra, the Hamptons, and other brave Southerners encounter. The cowardice and duplicity of Bert and Jed boomerang on them in an unexpected but justifiable manner. For ages fourteen and up.

E. M. H.

Wild Bill Hickok. By Shannon Garst and Warren Garst. Illustrated by Albert Orbaan. New York: Julian Messner, 1952. Pp. 183. \$2.75.

Wild Bill's life was packed with adventure from the time he shot wolves on his father's Illinois farm at the age of twelve, until he was assassinated in Deadwood at the age of thirty-nine. He drove stage through wild territory; as constable and marshal brought order to ruffian-ridden settlements; served in expedition against the Indians; and served as scout in the Civil War. His beloved horse, Black Nell, and he seemed to lead charmed lives and struck fear into the hearts of Bill's enemies. The deep understanding and affection which existed between Bill and his horse are among the fine things in the biography and will appeal to girls as well as boys. The book is well indexed and the Chronology and Bibliography will serve as guides for further reading. For ages twelve and up.

E. M. H.

Read Up on Life. The Holt Literature Series. Edited by Harold H. Wagenheim, Elizabeth Voris Brattig, and Rudolph Flesch. New York: Henry Holt and Company, 1952. Pp. 507. \$3.40.

Here is another of those high school literature texts, this one for the ninth grade, which should make the teaching of literature a much more rewarding task than it frequently is. Gone are the chronological arrangements and the study of literary types. In their place are stories and poems grouped around eight interest centers common to most early adolescents. Most selections are by modern writers and were well-chosen, both in terms of appeal and readability. Format is excellent; illustrations are mediocre.

I. J. S.

Today's Science and You. By Lynn Poole. Illustrated by Jeanne Bendick. New York: Whittlesey House, Graw-Hill Book Company, Inc., 1952. Pp. 197. \$2.75. Close contact with living scientists and the spectacular advances in the progress of science are brought to the reader in this collection of stories adapted from the *Hopkins Science Review* by the producer of this series of television programs. Here in the language the young person can readily understand are accounts of isotopes and their use in tracking down diseases, investigations of trace elements and their influences on public diseases, picture-taking with rockets, television microscopes, and human engineers at work improving machine designs. The reader gets some realization of the unlimited scope of today's science and its great promise for the future. Teenagers and adults, living in "this age of unprecedented interest in science," can build a foundation for understanding the subsequent discoveries and developments by which scientists are striving toward the solution of vital and perplexing problems of today's and tomorrow's living. M. B.

Jedediah Smith, Fur Trapper of the Old West. By Irvy Burt. Illustrated by Robert Doremus. New York: Julian Messner, Inc., 1951. Pp. 187. \$2.75.

A slow-moving but authentic biography of a young fur trapper and explorer who worked for and, while still in his twenties, was part owner of the Rocky Mountain Fur Company. In the 1820's, before his death at the hands of Indians, his group was the first to enter California from the east. The action, adventures, and hardships are telescoped into a terse account based on historical research. A bibliography and index are included. M. G. K.

Three Golden Nobles. By Christine Price. New York: Longmans, Green and Company, 1951. Pp. 239. \$2.75.

Fourteen-year-old Stephen Bellinger escapes the life of an English manor serf in 1358 by becoming apprentice to a London painter. A wealth of historical lore is background for his unwilling chicanery and for his major part in revealing a bailiff's injustice. Slight love scenes won't antagonize boys reading for adventure. M. G. K.

The Crusade and the Cup. By Elizabeth Bleeker Weigs. Illustrated by Edward and Stephani Godwin. New York: E. P. Dutton and Company, 1952. Pp. 152. \$1.50.

In with the exciting, well-told adventures of the third Crusade are the stirring, loyal, and kindly human relations between Patrick and his blind brother, Alain, and with their step-relations, their household, and their enemies. The ending is a bit labored and anti-climactic. Alain's insight would have been sight enough. M. G. K.

Southpaw Fly Hawk. By Addison Rand. Illustrated by William B. Ricketts. New York: Longmans, Green and Company, 1952. Pp. 183. \$2.25.

Although some baseball technicalities are presented, it is the strong human interest element which sustains the interest in this story. Because Eddie Hadley was an outstanding pitcher in his home town ball club he thought it would be a very easy matter to walk right to a place on one of the big teams. To his surprise he learned that he was just one of many small town players who thought similarly and that managers "had to be shown." However, he overcame his bumptiousness, settled down to overcome his faults in technique, and finally succeeded in winning the attention of the New York Giants. The relationship between Eddie and his widowed mother is very fine, and his resentment at being called Edmund is characteristic of that which boys often feel toward certain types of Christian names. For ages twelve and up. E. M. H.

Rim-Rocked, A Story of the New West. By E. D. Mygatt. Illustrated by Peter B. Andrews. New York: Longmans, Green and Company, 1952. Pp. 215. \$2.50.

Teenage brothers from Connecticut take a maladjusted companion along for a working, adventurous summer on a Wyoming ranch. Ned finds that his mechanical ability is useful and gives him the self-esteem he needs. An uneven style, especially in the first chapters, with objectionable language and concepts, detracts from an excellent insight into boys' adolescent problems. M. G. K.

Jeb Ellis of Candlemas Bay. By Ruth Moore. Illustrated by William N. Wilson. New York: William Morrow and Company, 1952. Pp. 238. \$2.50.

A superb story, based on the adult novel, *Candlemas Bay*, of an adolescent boy's striving to achieve and practice the maturity of which he is capable and which his family situation demands. Wonderful family relations of mutual respect are interwoven with the adventure and economic problems of Maine fishing. M. G. K.

Two and the Town. By Henry Gregor Felsen. New York: Charles Scribner's Sons, 1952. Pp. 273. \$2.50.

Buff and Elaine, two high school seniors, in one weak moment are carried away by a great emotion which upsets both their lives. All the problems presented in this moving story are real ones and all are handled with sincerity of purpose and great understanding. The author has shown a particularly keen insight into the emotions and reactions of a sensitive young girl. This is a young novel for the mature high school reader, one which each teacher or librarian should read thoughtfully in order to decide whether it is to be purchased or used in his or her agency. C. R.

The Haunted Reef. By Frank Crisp. Illustrated by Richard M. Powers. New York: Coward-McCann, Inc., 1952. Pp. 251. \$2.75.

Dirk Rogers and his cousin, Jim Cartwright, are enroute to the South Pacific Island of Kalatonga on their motor-lugger, Southern Cross. Shortly before reaching there they sighted the inert figure of a man sprawled across a water-logged tree trunk. Their rescue of this man and his mysterious death in the hospital to which they took him began a series of adventures which centered around a "haunted reef" and treasure which supposedly had gone down on a vessel in that vicinity. The mystery element of the novel is breath-taking and there is absorbing material about deep-sea life and the adventure and danger associated with deep-sea diving. For ages fourteen and up. E. M. H.

Swamp Chief. By Zachary Ball. Jacket by Charles Banks Wilson. New York: Holiday House, 1952. Pp. 212. \$2.50.

Joe Panther, as eventual Micco, or leader, of the Seminoles in Florida, had a deep sense of responsibility in fitting himself to fill that role well. One of the problems which gave him concern was that of helping the older members of the tribe to overcome their prejudice of the White Man and his ways. Joe's manner of effecting this forms one of the interesting facets of the story. Joe's admiration for and emulation of Captain Harper of the cruiser *Plunger* plus his desire to become skipper of such a boat form another interesting aspect. Customs and lore of the Seminoles are presented. A comprehensive picture of shark fishing in the Gulf Stream and a man hunt in the Everglades add greatly to the excellence of the narrative. The relationship between Captain Harper and Joe Panther sets a fine example for members of the White Man's race and that of the Indian. For ages twelve to sixteen. E. M. H.

Saralee's Silver Spoon. By Marjorie Hall. Illustrated by Catherine Barnes. New York: William Sloane Associates, Inc., 1952. Pp. 306. \$2.75.

An excellent career story for teenage girls, full of warm family and job relationships and much interesting detail about a fascinating vocation, that of designing and making silverware. There is quite a bit of romance and almost too much "sweetness and light" in the family of Grandmother, Aunt Sis, and Saralee, but this will not keep older girls from enjoying the story. C. R.

Eagle Scout, A Bronc Burnett Story. By Wilfred McCormick. New York: G. P. Putnam's Sons, 1952. Pp. 183. \$2.50.

Bronc Burnett, Senior Crew Leader for the Sonora Troop, hoped for two things: to win the Eagle Scout citation for himself and to have his Troop place well in the field competition at the big scout ranch near Cimarron, New Mexico. However, Fat Crompton and

other members of his troop almost spoil everything with their practical jokes and cocksure manners. Demerol for the troop, as well as individual members, served Bronc and the troop on their mettle; furthermore Bronc, through his perseverance in proving that he had been falsely accused concerning the origin of a forest fire, helps to bring events to a satisfactory ending for all. Scout lore and presentation of the origin of many Scout rules add to the informative aspects of the story. For ages twelve and up. E. M. H.

The Port of Missing Men. By René Prud'hommeau. Illustrated by Raffaello Busoni. New York: The Viking Press, 1952. Pp. 192. \$2.50.

Interesting, fast-paced mystery story involving three teenagers, the FBI, and a dangerous group of international hoodlums on a New England estate. Humor and sophisticated conversation help to make this a very satisfactory book for boys and girls of thirteen and up. C. R.

FOR YOUNGER CHILDREN

The Rowleys of Robin Road. By Joan Beckman. Illustrated by Mabel Jones Woodbury. New York: Whittlesey House, McGraw-Hill Book Company, Inc., 1952. Pp. 192. \$2.50.

Another story pre-teenage girls will like because of its slight mining mystery, its children-getting-along-without-parents theme, and its bit of romance for the older girl in the family. It has somewhat of a "Pollyanna" atmosphere as the children work out schemes for family betterment. M. G. K.

High Water at Catfish Bend. By Ben Lucien Burman. Illustrated by Alice Caddy. New York: Julian Messner, Inc., 1952. Pp. 121. \$2.75.

A modern fable, narrated by Doc Raccoon to the human raconteur, concerning the Mississippi flood and the pact between the rabbit, the frog, the fox, Judge Black—the snake, and Doc Raccoon when they were marooned on a hillock. Teenagers who appreciate a tall tale and a short book should love it; it would be fun to read it aloud to a fifth or sixth grade. E. R.

The First Book of Cartoons for Kids. Picked by several hundred boys and girls with Phyllis Fenner. Illustrated by Ida Scheib. New York: Franklin Watts, Inc., 1951. Pp. 69. \$1.75.

"Laboratory-tested" cartoons may surprise adults because they are the ones any age might choose. The decorative, captionless cartoons interrupt and spoil the book. If children are to be challenged, it would seem more sensible to give captions and ask them to draw. Some of the cartoons would be more enjoyable to children if reproduced on a larger scale. E. R.

Becky's Boarding House. By Eleanor Thomas. Illustrated by Gertrude Howe. New York: Charles Scribner's Sons, 1952. Pp. 119. \$2.00.

The boarding house is for animals and Brownie Becky and the members of her troop adventure with a Colorado Burro, a baby squirrel, and a magician's rabbits. Mystery is added by the teasing antics of a mynah bird. Brownies will enjoy the Brownie weekend and the flying up ceremonies, as well as the official insignia of approval of the Girl Scouts of America. The book is attractively illustrated. M. P. L.

Merrily We Roll Along. By Mildred G. Luckhardt. Illustrated by Harve Stein. New York: Julian Messner, Inc., 1952. Pp. 64. \$1.50.

The dialogue rolls along as easily as the mighty trucks in this story in the *Everyday Adventure Stories Series*. Doug learns about trucking at his aunt and uncle's

trucking stop. Exciting and dramatic incidents make the man behind the wheel and the trucking industry realistic to the third and fourth grade child. Here is a good source of information about trucking, trucks, and highway control. It is well designed for easy reading and child appeal. M. P. L.

It's Mine. Written and illustrated by Elly McKee. New York: The Vanguard Press, Inc., 1951. Unp. \$2.00.

Parents as well as children will learn from this story of a little boy who is growing through developmental stages toward social maturity. Randy has a new dump truck which, at first, he refuses to share with other children. The incidents which occur before success is finally achieved will seem very familiar to most five- and six-year-olds who have had similar experiences. M. G. H.

Ten Little Foxhounds. Written and illustrated by Gifford Ambler. Chicago: Childrens Press, Inc., 1951. Unp. \$1.00.

In rhythmic rhyme reminiscent of the "Ten Little Indians," this little book tells a charming story of ten little foxhounds whose number diminishes one by one until only one remains. Pleasing as a story, this is also useful in teaching numbers. Delightful illustrations and excellent format. For kindergarten and primary grades. L. M. J.

The Light at Tern Rock. By Julia Sauer. Illustrated by Georges Schreiber. New York: The Viking Press, 1951. Pp. 63. \$2.50.

The experiences of a middle aged woman and eleven-year-old boy left alone to guard the old light house on Tern Rock are the substance of a heart-warming story of love and understanding. Aunt Martha's persistent cheer brings the beauty of Christmas into the loneliness of the Rock, and comfort and peace to the heart of Ronnie. Beautiful full-page illustrations in sepia help young readers to see and to sense the grandeur and solitude of the sea. M. E. C.

A Child's Good Night Book. By Margaret W. Brown. Illustrated by Jean Charlot. New York: William R. Scott, Inc., 1950. Unp. \$2.00.

Evidently the purpose of this book is to make the child feel sleepy. Each page tells about something that goes to sleep at night and is faced with an illustration which gives the feeling of drowsiness. Some people will object to the misconceptions that cars, trucks, and airplanes go to their garages and hangars for the night. Probably for four- and five-year-olds. M. G. H.

One Morning in Maine. Written and illustrated by Bert McCloskey. New York: The Viking Press, 1952. Pp. 64. \$2.50.

This is a good little family story—of the McCloskeys themselves, I think. The loss of the first tooth a great event in the life of any child; so it was with—it colored her whole day. The lost tooth is really the theme song, but digging for clams and going to the age are added interests. The illustrations are many large, blue and lovely. Those who know *Blueberries for Sal* will know the type. The McCloskeys spend their summers in Maine and the illustrations reflect this: the seaweeds, clams, and mussels; the fish hawk, the loon, the sea gulls; the seal; the tall trees; the bay are a part of Buck's Harbor. Sal and her lost tooth will elicit a sympathetic response from children in the primary grades. M. J. J.

Our Friendly Friends. Written and illustrated by Louis Slobodkin. New York: The Vanguard Press, Inc., 1951. Unp. \$2.00.

Young children will enjoy the three-colored illustrations which are the most important part of this book. The simple story about animals is done in rhyme. M. G. H.

Gwendolyn. By Ruth Helm. Illustrated by Madeleine Kiere. New York: Oxford University Press, 1952. Pp. 48. \$2.00.

The rollicking nonsense and clever sketches found in the tall tale of Gwendolyn, the homesick giraffe from Africa, will draw chuckles of delight from the youngest readers. Rented from the keeper of the zoo by resourceful Tommy, and drafted into civil service, Gwendolyn climbs the trees of the town without ladder or labor. There is a good-fun addition to the primary book shelf; it will quickly achieve popularity. M. E. C.

My Happy Day, A Word Book. By Thelma Shaw. Illustrated by Suzanne Bruce. Chicago: Rand, McNally and Company, 1951. Unp. 25 cents.

The title tells the content of this book. The child's activities are told in rhyme on one page and on the page facing it there is a picture dictionary. M. G. H.

Pepper. By Barbara Leonard Reynolds. Illustrated by Barbara Cooney. New York: Charles Scribner's Sons, 1952. Pp. 169. \$2.00.

A small boy's devotion to a motherless baby raccoon subjects a well ordered household to a series of mischievous pranks, and the whole town of Elmwood to sudden and exciting surprises. Pepper's career reaches a happy climax, however, when the troublesome little creature outwits thieves and saves a community fund raised largely through the efforts of the school children. The story radiates good family living which springs from mutual respect and understanding. M. E. C.

The Look-Inside Easter Egg. Written and illustrated by Pamela Bianco. New York: Oxford University Press, 1952. Pp. 40. \$1.75.

A delightful story about little Roxana who went out on Easter morning to find the lovely garden pictured inside of her Easter egg with the little glass window. The full-page colored illustrations are exquisite. A beautiful Easter book for little girls and a worthy addition to the primary library. L. M. J.

Thunder Wings. Written and illustrated by Olive L. Carle. New York: William Morrow and Company, Inc., 1951. Pp. 48. \$2.00.

This is a story of a ruffed grouse from the time his mother lays her eggs until he finds his own mate. The author clarifies her story with interesting pencil draw-

ings. At first glance, one is apt to be misled by the large, "easy-to-read type." It is true that the type is easy to read but the vocabulary load is heavy. Probably accelerated second-graders could read it independently. M. G. H.

The New Fire Engine. Written and illustrated by Jay Hyde Barnum. New York: William Morrow and Company, Inc., 1952. Pp. 48. \$2.00.

A personified fire engine and a group of volunteer firemen make up the content of this story. The fire engine and her crew fail again and again but eventually succeed in putting out a fire. As a reward, the mayor permits the fire truck to participate in a parade. Exciting illustrations. M. G. H.

Happy Easter. Written and illustrated by Kurt Wiese. New York: The Viking Press. Pp. 32. \$1.50.

This is a lovely picture book with a brief story that has an unusual twist about rabbits and Easter eggs painted with colors left by the last rainbow. The illustrations are beautifully done, the pages uncrowded, and the print is large and well arranged. This will be an attractive addition to the primary library for Easter time. L. M. J.

Willie Without. By Margaret Moore. Illustrated by Nora S. Unwin. New York: Coward-McCann, Inc., 1951. Pp. 86. \$2.25.

The worm-without-ambition becomes involved in satirical situations reminiscent of Veblen's conspicuous expenditure idea. Intended for lower grades, the humor, vocabulary, conversation, and ideology are essentially adult. The moralizing is obvious, and the poetry occasionally inserted is not. M. G. K.

We Are a Family. Written and illustrated by Inez Hogan. New York: E. P. Dutton and Company, Inc., 1952. Pp. 93. \$2.75.

These five stories of animal family life are illustrated with pencil drawings in the author's usual style. The animals, eagle, beaver, monkey, polar bear, and mouse, are personified. Part of the text is in rhyme and part is not. M. G. H.

Robin and Company. By Marjorie Hayes. Illustrated by Adolph Treidler. Boston: Little, Brown and Company, 1952. Pp. 116. \$2.75.

Robin's "company" is a group of fun loving boys and girls who live on the Pacific Coast and know all the delights of the seaside. The story is full of exciting daily adventure in the out-of-doors. A chance meeting with Jean, a recent victim of polio, and her devoted cocker spaniel, "Cindy," is the beginning of a warm friendship in which the lonely little girl shares the good times of her companions, and all share in good living. M. E. C.

Country Garage. By Jerrold Beim. Illustrated by Louis Darling. New York: William Morrow and Company, Inc., 1952. Pp. 48. \$2.00.

Seth liked to help his uncles in their garage. One day Seth had to take care of the garage all by himself. His experiences with the customers make an interesting story for kindergarten-primary children. M. G. H.

Gifts from the Forest. By Gertrude Wallace Wall. Photography by John Calvin Towsley. New York: Charles Scribner's Sons, 1952. Pp. 96. \$2.50.

This work is exquisite in spirit and format. From an educational viewpoint it would be excellent material for units in economic geography and conservation. Many superb photographs strengthen the concepts of the lumber industry—trees to finished products. The print and vocabulary can be read with ease by children of the middle grades. M. M. L.

Azor and the Blue-Eyed Cow. By Maude Crowley. Illustrated by Helen Sewell. New York: Oxford University Press, 1951. Pp. 70. \$2.25.

If you know Azor Peach as he appeared in other of Maud Crowley's books, you know that animals like him and talk to him; this time it is the blue-eyed cow. Humorous characters and humorous situations will give children many a chuckle. Then, too, they will have definite proof that there is a Santa Claus! Miss Sewell's comic drawings are in the spirit of the story and add much. A nice book to use around Christmas time in grades one to four. L. M. J.

Looking for Something. By Ann Nolan Clark. Illustrated by Leo Politi. New York: The Viking Press, 1952. Pp. 53. \$2.50.

Little Gray Burro was "looking for something," just what he did not know. He did not find it in the lowlands, nor in the mountains, on the river, nor in the city. The precious "something" he sought he finally found in the heart of a little boy. The charming story is told in flowing poetic lines, which should be read aloud, and is enriched by Leo Politi's beautiful full-page illustrations in brilliant colors. M. E. C.

Andy of Pirate Gorge. By H. R. Langdale. New York: E. P. Dutton and Company, Inc., 1951. Pp. 191. \$2.50.

A trip by sea to Mr. Astor's trading post on the Columbia River and his subsequent initiation into fur trading keep Andy McIver from too much anxiety concerning his cousin's arrival by the overland route. The style is not smooth and perhaps too many crises occur, but there is a feeling for the rugged life of the times and much background material on Indian dealings, fort building, and fair and foul fur trading. M. G. K.

The Boy's Workshop Companion. By W. Oakley. New York: Greenberg, Publisher, 1952. Pp. 218. \$2.75.

This is a comprehensive guide for shop procedures best adapted to the needs of upper grade boys. The highly commendable theme of the book is that anyone can have a shop by merely using what he already has. The vocabulary and style are easily readable. The book, however, is completely lacking in ideas pertaining to projects and activities. M. M. L.

Sybil Ludington's Ride. Written and illustrated by Erick Berry. New York: The Viking Press, 1952. Pp. 128. \$2.50.

With historic accuracy of detail, in vivid prose and suggestive pictures, the author-artist brings to life the stirring days of '76 in York County—cattle thieves, traitors, Redcoats in ambush, adventure at every turn. Two young girls and a lovable colt, Star, figure prominently in the swiftly-moving story. Boys and girls will thrill to the courage of Sybil who rides with danger through the night to warn the countryside of the approaching foe. M. E. C.

Pierre Comes to P. S. 20. By Helen Train Hilles. Illustrated by Jay Hyde Barnum. New York: Julian Messner, Inc., 1951. Pp. 65. \$1.50.

Here is a charming and beautifully illustrated adventure in good living, revealing colorful differences of customs and manners, but stressing the underlying similarity which makes all children kin. Little Pierre, just arrived from France, finds understanding and friendship in the fourth grade when his "pommes soufflées" swell the proceeds of the bake sale for the purchase of a new school flag and give distinction to the young chef. The simple text is keyed to the reading ability of third and fourth graders. M. E. C.

The Clean Pig. By Leonard Weisgard. New York: Charles Scribner's Sons, 1952. Unp. \$2.00.

A group of six-year-olds laughed uproariously at this ridiculous story and its illustrations. They love the "string bean farmer looking like a mused up be" and the "slammacky, slummocky sheep." These descriptions and others in the book encouraged them to originate some rather unpoetic expressions of their own. Pure fun. M. G. H.

Gypsy. By Kate Seredy. New York: The Viking Press, 1951. Pp. 62. \$3.00.

The author has combined her talents in this book which is appreciated by adults as well as children, especially by those who love cats. The language in the story flows like music; the pencil drawings are natural and beautiful. After listening to the story, a six-year-old commented, "I didn't understand all the words, but I liked it just the same." M. G. H.

Lightning and Thunder. By Herbert S. Zim. Illustrated by James Gordon Irving. New York: William Morrow and Company, Inc., 1952. Pp. 58. \$2.00.

Lightning and thunder are of great interest to most people. What they are and why they exist are equally interesting but not generally understood. Dr. Zim, through a clear, concise discussion and description of simple experiments which are beautifully illustrated, gives much help to one who wishes to understand the phenomena of nature. Adults as well as young people should find this book a practical aid in dispelling fears of these forces. D. P.

The Family That Grew and Grew. By Margaret Baker. Illustrated by Nora S. Unwin. New York: McGraw-Hill Book Company, Inc., 1952. Pp. 128. \$2.25.

The purchase of a lonely puppy by a lonely little of lady proves cause enough to abandon a crowded boarding house in the city for a small cottage in a neighboring town. Here Miss Basingstoke's family quickly expands to include a homeless boy, a friendly cat, and, eventually—but that's a surprise. Boys and girls will enjoy the good fun in this story and come to know that living together means necessary but rewarding adjustments. M. E. C.

The First Book of America. By Edith Heal. Illustrated by Fred Collins. New York: Franklin Watts, Inc., 1952. Pp. 93. \$1.75.

Here is a concise grouping of essential American which should captivate the fifth grade child. Bright pen and ink illustrations are abundant. In addition to a wise selection of the highlights of United States history there are brief biographies of famous men, song slogans, and customs of our land. The motif and spirit of this book is democracy—a fine worthwhile way of life born in the humility of the common man. M. M. L.

Judith, Daughter of Jericho. By Amy Morris Lilli. Illustrated by Nedda Walker. New York: E. P. Dutton and Company, Inc., 1951. Pp. 192. \$2.50.

The Jews awaited a Leader who would rescue them from the Roman tyrants. Some expected one who would do this through revolt and bloodshed. Therefore many were disappointed when John the Baptizer told them. One who would lead them through kindness and love. But not Judith, the twelve-year-old Jewish girl of Jericho. Her devotion to John and Jesus is sympathetically told; there are fine pictures of Jewish home life and religious festivals; excellent descriptions of Jericho and the country in which it lies. And throughout, one feels the beautiful spiritual quality of Jesus and its effect upon Judith and other people of that time. For ages ten and up. E. M. H.

Do It Yourself! Tricks, Stunts and Skits. By Bernice Wells Carlson. Illustrated by Laszlo Matulay. New York: Abingdon-Cokesbury Press, 1952. Pp. 159. \$2.00.

In this book we have a delightful collection of tricks, stunts, and skits designed to give the intermediate grade child an entree to social events. Though this handbook could have little value in a classroom it should provide the children with wholesome leisure pursuits. The universal humor of the skits will supply entertainment for the whole family. M. M. L.

A Farm for Juliana. By Maud Esther Dilliard. Illustrated by Albert Orbaan. New York: E. P. Dutton and Company, Inc., 1951. Pp. 189. \$2.50.

Farewell to Amsterdam, an adventurous voyage across the ocean, a storm at sea, a visit to the "Enchanted Isles," the excitement of safe arrival in New Netherland, and little Juliana realized the fulfillment of her dream—a farm home in the new world. The simple story, supplemented by a helpful glossary and enriched by fine illustrations, gives to present day children a revealing glimpse of life in the early Dutch settlement. M. E. C.

A Child's Garden of Verses. By Robert Louis Stevenson. Illustrated by Alice and Martin Provensen. New York: Simon and Schuster, Inc., 1951. Pp. 76. \$1.50.

The ever popular *Garden of Verses* has again offered challenge; this time two clever artists have collaborated to produce a set of unique drawings. Charming, actionful, and in complete harmony with the text, the illustrations create another distinctive edition for the edification of childhood. A Big Golden Book. L. M. J.

Neighbors in Latin America. By Norman Carls et al. *Neighbors in the United States and Canada.* By J. Russell Smith and Frank E. Sorenson. Philadelphia: John C. Winston Company, 1951. Pp. 260 and 350 respectively. \$3.20 and \$3.40 respectively.

These texts are excellent in many ways: readability, personalized style, maps, charts, drawings, photographs, suggested activities, and brief quizzes. Their aim of creating an understanding of the need for world neighborliness and of the conservation of our own natural resources permeates the books. Intended for two years' study, they allow for more intensive coverage than the semester allotted in Chicago. M. G. K.

Joe and Andy Want a Boat. By Siddie Joe Johnson. Illustrated by Lucille Jeffries and Barbara Maples. Austin, Texas: The Steck Company, 1951. Pp. 38. \$2.00.

A dilapidated old rowboat half buried in the mud of a dried up pond is enough to motivate a summer adventure for two fun-loving boys. Young readers will enjoy the story of how this once sea-worthy craft made Joe and Andy part owners of a real fishing boat, and thus eligible to go out at night with the men when they fish for flounder by the gleam of their flashlights. The simple text, clear type, and appealing lithographs in color recommend this book to the youngest readers. M. E. C.

The Lost Kingdom. By Chester Bryant. Illustrated by Margaret Ayer. New York: Julian Messner, Inc., 1951. Pp. 184. \$2.75.

This jungle story of a thirteen-year-old Hindu boy of modern India reassures us as to the independence and self-reliance of modern youth. A worthy winner of the Julia Ellsworth Ford Foundation Award. E. R.

David's Hundred Dollars. By Catherine Woolley. Illustrated by Iris Beatty Johnson. New York: William Morrow and Company, Inc., 1952. Pp. 155. \$2.50.

A hundred dollar award, plus the distinction of averting a train wreck by the discovery of a broken rail, makes a small boy a person of real importance, and the wise spending of that sum a problem of major dimensions. The reader follows with keen interest the bad bargains, the foolish investments, and the petty losses through which David's sense of value grows until he discovers that money is best spent when it buys real happiness for others. M. E. C.

A Pony for Linda. By C. W. Anderson. New York: The Macmillan Company, 1951. Pp. 53. \$2.00.

Every little girl who loves horses will welcome the latest addition to the popular "Billy and Blaze" books, the story of Linda's devotion to her pony, Daisy. The promising friendship which sprang up between two small girls who bear the same name and share the same enthusiasm for horses reaches its climax when they also share top honors in the local horse show. The author-artist brings Daisy to life in a series of fine pencil sketches which enrich the simple text. M. E. C.

The Proud Cat. By Frances and Richard Lockridge. Illustrated by Elinore Blaisdell. Philadelphia: J. B. Lippincott Company, 1951. Pp. 95. \$2.25.

Short tale for middle grades of a Siamese cat, a boy, a girl, and three kittens. At times it seems patronizing, but at times cats do seem patronizing, so it's probably good cat psychology. E. R.

Briar, a Collie. Written and illustrated by Margaret S. Johnson. New York: William Morrow and Company, Inc., 1952. Pp. 92. \$2.00.

Every youngster who loves a dog will long to adopt Briar. Shipped from the hills of Ireland to a kennel in America, this collie pup bears witness to her championship stock by her brave defense of a new-born calf from the attack of an angry bear, and the rescue of her beloved mistress half buried under a snow bank. The artist-author's sympathetic pencil sketches reveal her understanding of dogs and of people and of the relationships between them. M. E. C.

Ban-Joe and Grey Eagle. By Isabel McLennan McMeekin. Illustrated by Corinne Boyd Dillon. New York: Franklin Watts, Inc., 1951. Pp. 229. \$2.50.

In *Ban-Joe and Grey Eagle* another fine boy-and-horse story, well written and beautifully illustrated, joins the parade of its peers. In his courageous attempt to make his own way, a homeless little boy finds himself in a livery stable where he has a chance to earn his living, to form staunch friendships, and eventually to play a major role in the triumph of the Grey Eagle on the Kentucky race track. The pages abound in good living, stressing the sturdy virtues of trustworthiness, friendliness, hard work, and well-earned success. M. E. C.

Cowboy Sam and the Rustlers. By Edna Walker Chandler. Illustrated by Jack Merryweather. Chicago: Beckley-Cardy Company, 1952. Pp. 127. \$1.68.

Easy sentence structure and generally limited vocabulary (list included) allow the young cowboy fan to read rapidly this somewhat trite but smoothly moving tale of summer pasture punctuated with bears and rustlers. One of the three "original" songs seems rather familiar. It's the fourth book of a series. M. G. K.

TO OUR READERS

Because of the entrance of many new teachers into the profession, this year in greater numbers than ever, we should like to state that the purpose of the Journal is to assist in promoting the professional and cultural growth of the teachers of the Chicago Public Schools. To accomplish this articles of a general educational nature as well as those setting forth the latest educational techniques and methods are sought. You can help by submitting, for possible publication:

1. Articles of approximately 2,000 words.
2. Short articles of about 600 words.
3. Descriptions of favorite teaching devices.
4. Humorous classroom situations, anecdotes, or jokes.
5. Quips, together with information as to their source — can be mailed on a postcard.
6. Important educational news of an impersonal nature.
7. Suggestions for articles.

The policy of SOCIAL EDUCATION,¹ stated so excellently in their May, 1952, issue, is virtually identical with that of the CHICAGO SCHOOLS JOURNAL; we are, therefore, quoting it herewith:

Now and then readers raise questions in regard to publication. Here are some answers.

SOCIAL EDUCATION wants material for every grade level.... Few contributions are made for the elementary grades and for the slow learner.... It does not pay for the material it publishes.... Manuscripts submitted for publication should be typed with double spaces, and the author's name, address, and position should be printed in the upper left-hand corner of the first page.... Return postage should be enclosed.... We welcome one-page articles (600 words); are pleased to receive two- and three-page articles (1300 and 2000 words); and occasionally publish longer pieces.... The editor cannot always make an immediate decision on a manuscript. He is concerned with the total program. In this respect, he might be compared to an interior decorator who must have all of his material in hand before he decides how to furnish a room. A single chair is not enough....

One other question: "Why don't you publish more articles on.....?" The subject itself depends, of course, upon the particular interest of the person asking the question.

The answer is that SOCIAL EDUCATION depends for the most part upon the material that readers submit. Although we do some times solicit contributions, it should be quite apparent that this practice has marked limitations for a journal that does not offer any remuneration to its contributors. The best antidote for what a reader considers lack of balance in the magazine is for that reader himself to write or to encourage the writing of what he feels is more appropriate material. That, and letters to the editor!

¹Published by the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C.

EDUCATIONAL CONFERENCES AND CONVENTIONS

February 8-12: Association for Supervision and Curriculum Development, NEA, Cleveland, Ohio.

February 12-14: NEA Department of Elementary-School Principals, Atlantic City, New Jersey.

February 14-19: National Conference, American Association of School Administrators, Atlantic City, New Jersey.

February 15-18: American Educational Research Association, NEA, Atlantic City, New Jersey.

February 21-25: National Association of Secondary-School Principals, Los Angeles, California.

February 23-26: NEA Department of Audio-Visual Instruction, Norman, Oklahoma.

March 5-7: NEA Association for Higher Education, Chicago, Illinois.

March 19-21: National Science Teachers Association, NEA, Pittsburgh, Pennsylvania.

March 23-27: North Central Association of Colleges and Secondary Schools, Chicago, Illinois.

March 30-April 2: National Association of Deans of Women, NEA, Chicago, Illinois.

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WITH SUPPLEMENT

